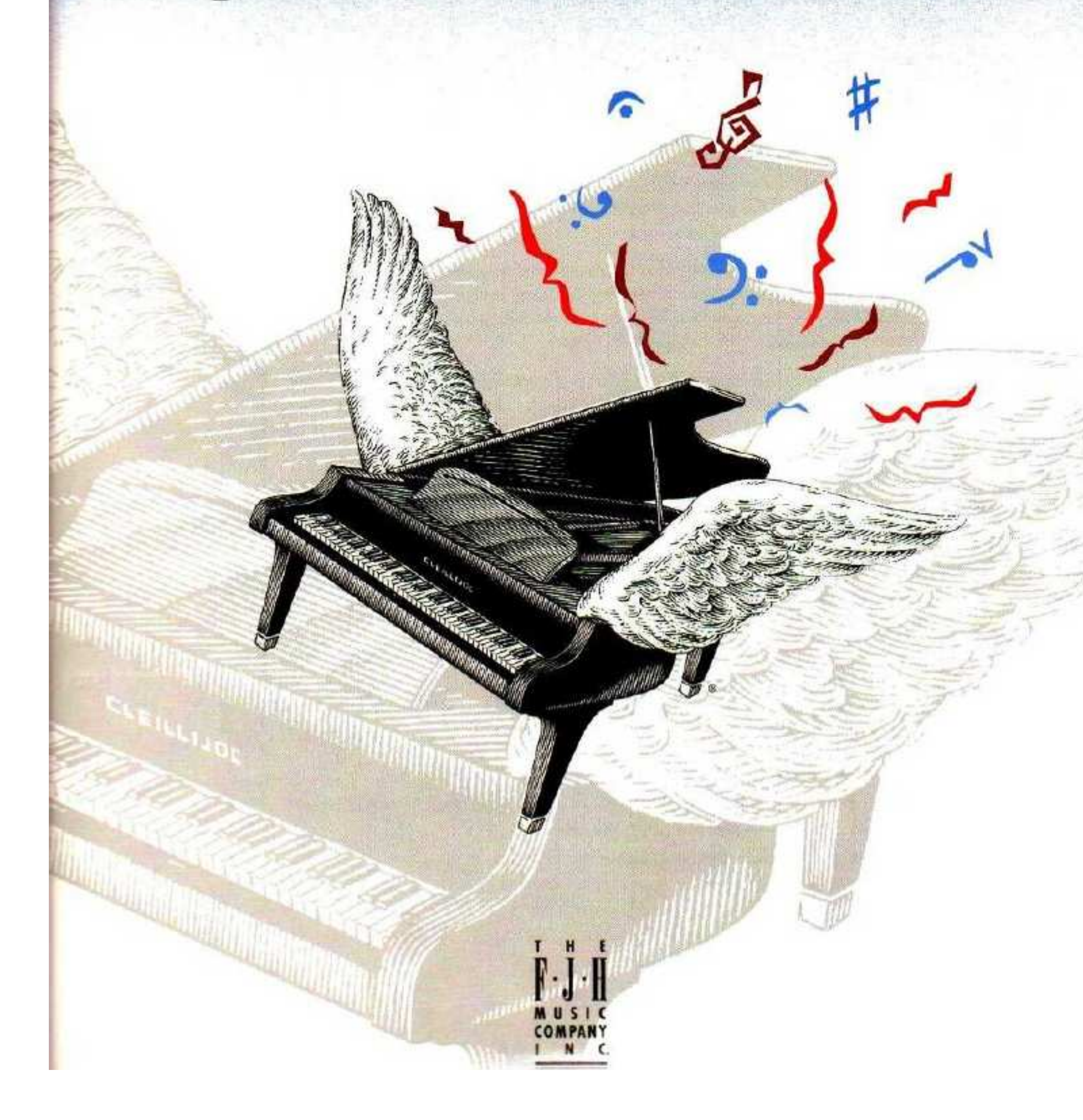
LESSON BOOK

LEVEL 2A

PIANO Adventures®

by Nancy and Randall Faber

A BASIC PIANO METHOD

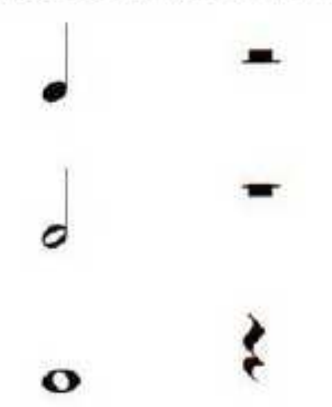


THE F·J·H MUSIC COMPANY INC.

Review Test

Rhythm

1. Connect each note to its matching rest.



2. Draw bar lines for this time signature.
Write *1 2 3 4* under the correct beats. Then play the rhythm using a C chord.

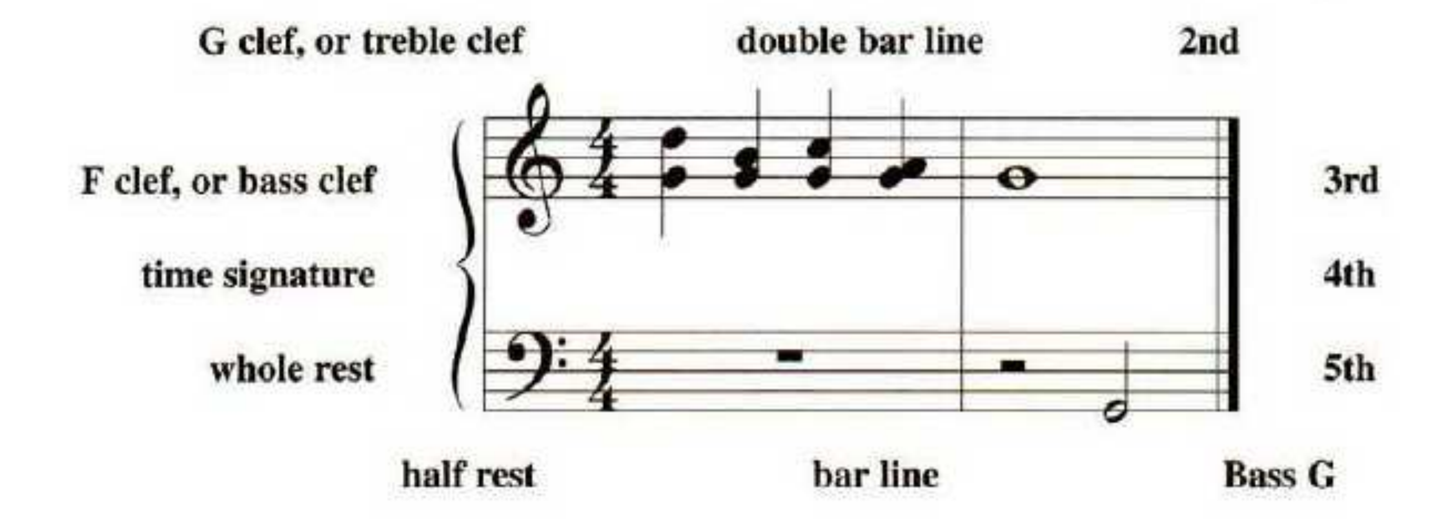


3. Draw bar lines for this time signature.
Write *1 2 3* under the correct beats. Then play the rhythm using a G chord.



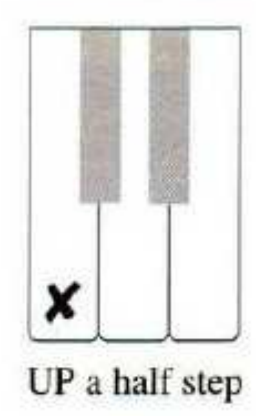
Reading

4. Draw a line connecting each musical term to the correct place in the music.

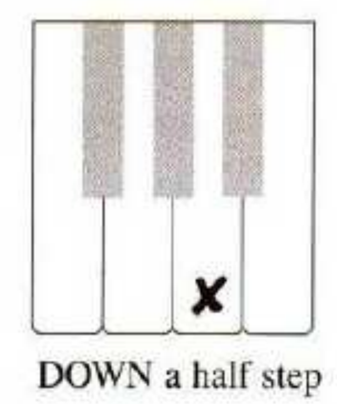


Theory

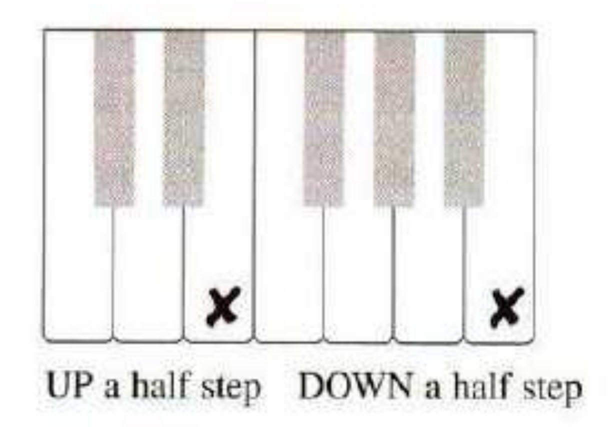
5. Put a ✓ on the correct key from the ✗.



UP a half step



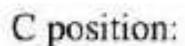
DOWN a half step



UP a half step DOWN a half step

6. Circle **tonic** (step 1) or **dominant** (step 5) for the shaded note.

C position:



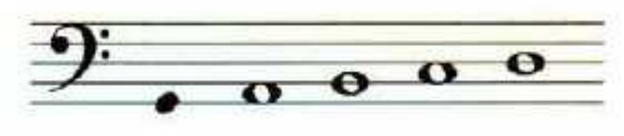
tonic / dominant

C position:



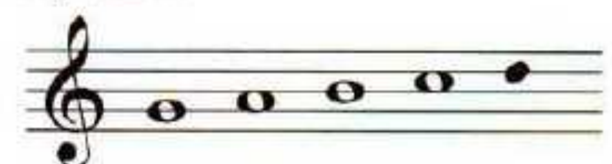
tonic / dominant

G position:



tonic / dominant

G position:



tonic / dominant

Symbols and Terms

7. Connect each term to its correct definition.

legato	• up a half step
staccato	• Play this note louder.
accent mark	• Connect the notes.
ritard.	• moderately soft
sharp	• lift quickly; detached
flat	• Gradually slow down.
mp *(mezzo piano)*	• down a half step

Review Piece

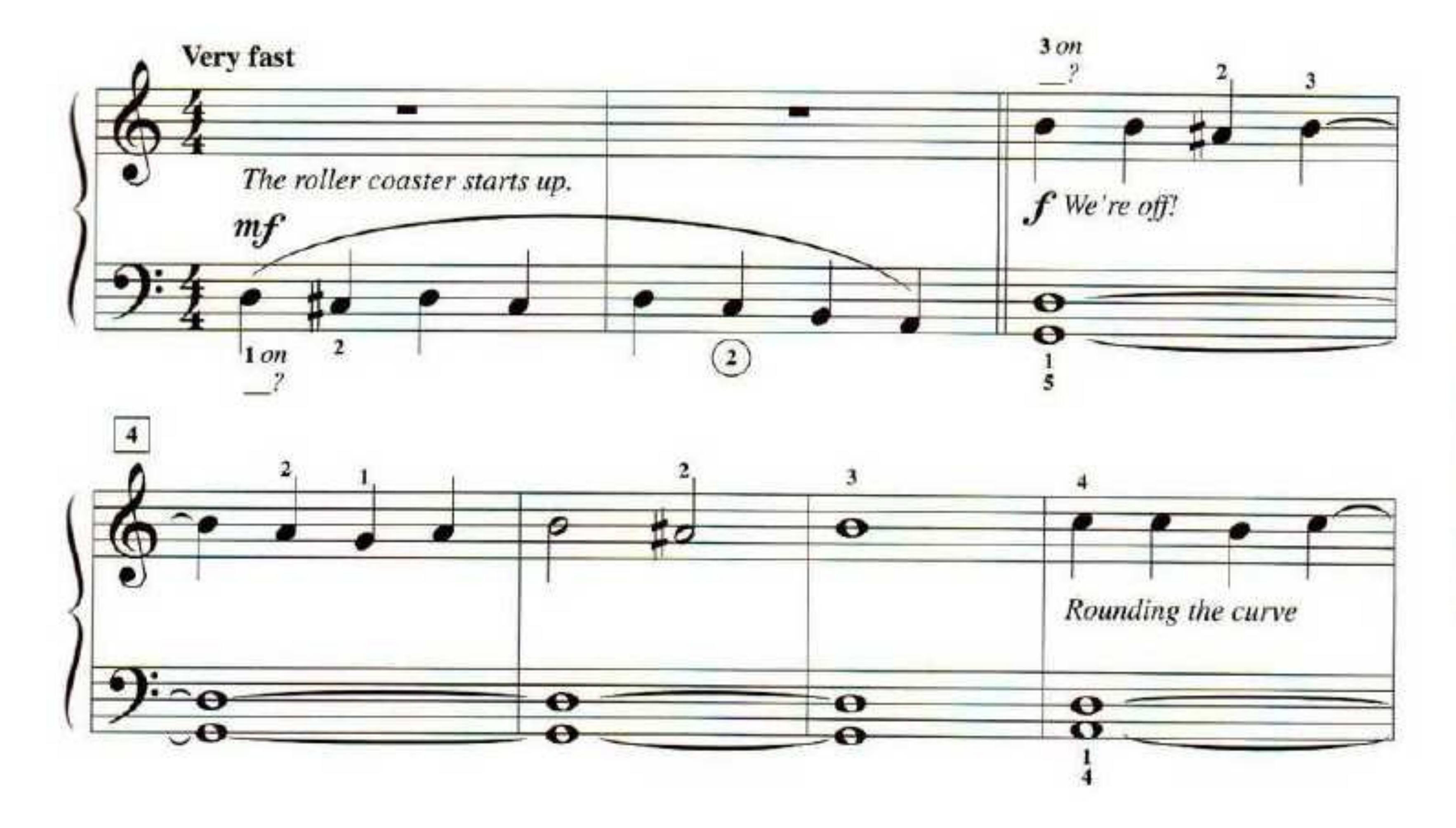
The tempo (speed) of this piece is **very fast.**

Practice at these 3 tempos to help you build speed.

1. **slow** — *"snail speed"* — a snail would travel s-l-o-w-l-y.
2. **medium** — *"donkey speed"* — A donkey would walk at a moderate speed.
3. **fast** — *"cheetah speed"* — A cheetah would run quickly!

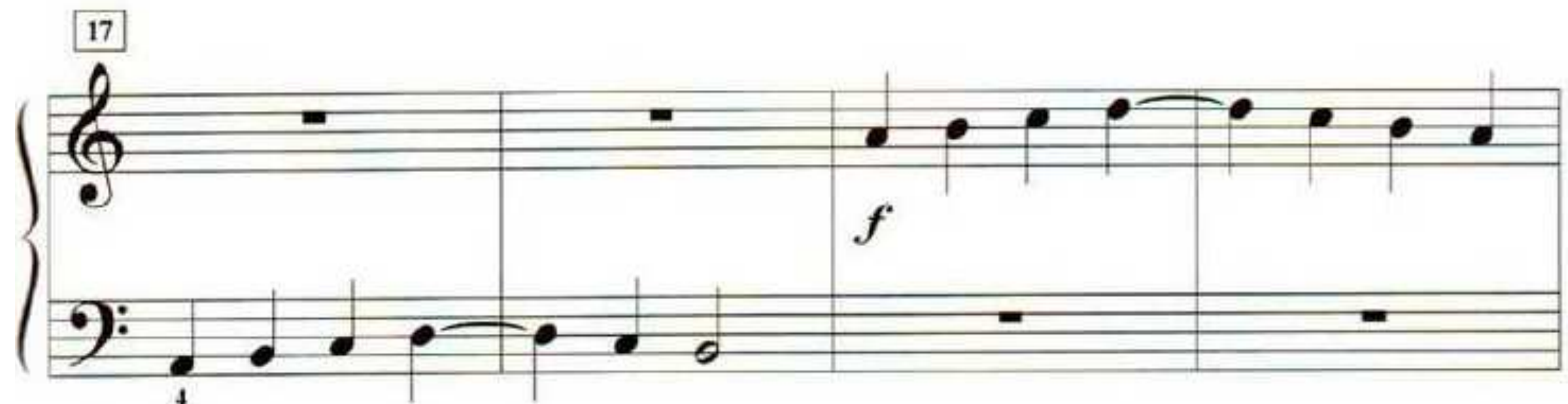


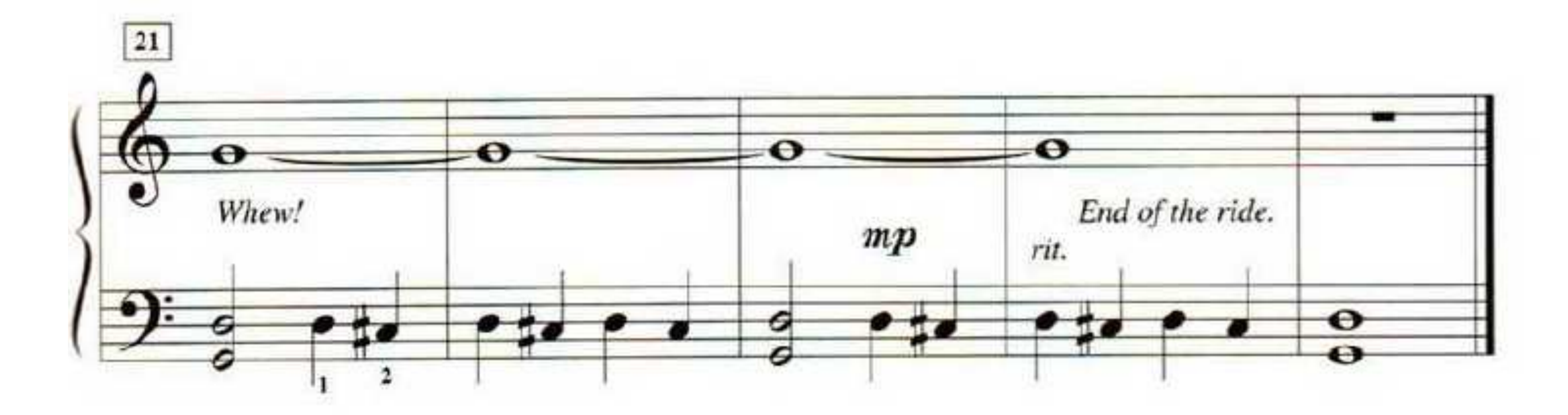
Roller Coaster Rhythm



Technique p. 2 (Finger Inspector)







DISCOVERY

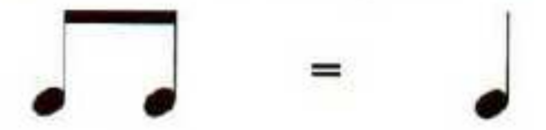
Choose your own animal for the 3 practice speeds.

slow ________________ medium ________________ fast ________________



8th Notes

2 eighth notes equal a quarter note

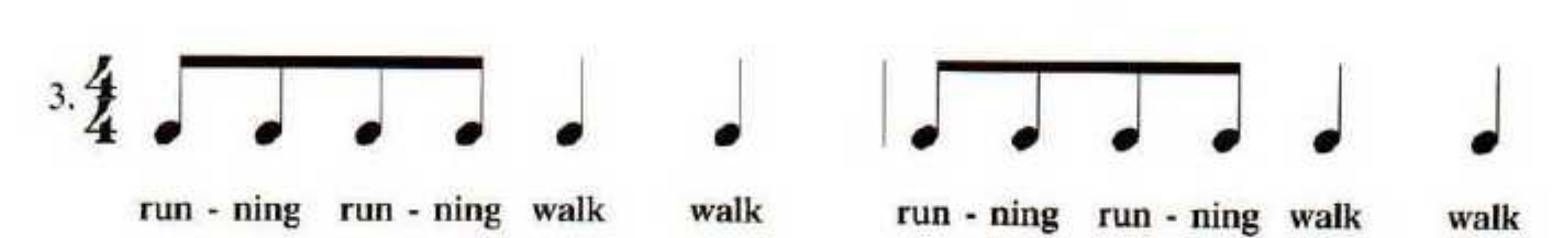


Think of eighth notes as *running* notes.

Tap and count aloud these rhythms with your teacher.
(Your teacher may have other ways for you to count.)*



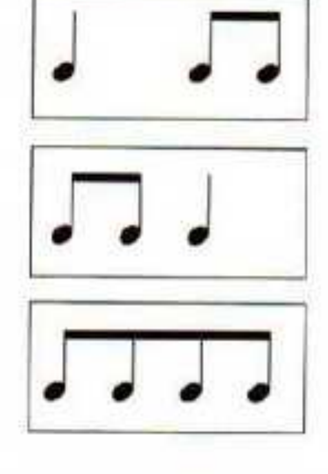




Write **1 2 3 4** under the correct beats for the rhythms above. Your teacher will help you.

Eighth Note Rhythms

1. Circle this pattern in **rhythm 1** above.
   Then play **rhythm 1** on a G chord.
2. Circle this pattern in **rhythm 2** above.
   Then play **rhythm 2** on a C chord.
3. Circle this pattern in **rhythm 3** above.
   Then play **rhythm 3** on a G chord.



***Teacher's Note:** If desired, other methods of counting may be written in the music.
("1 and 2 and," "quarter two-eighths," "ta ti-ti," etc.)

Famous People

Name the 5-finger position. ______

With a strong beat

f Sing the names of fa - mous peo - ple:

1 on ___?

3
A - bra - ham Lin - coln, Ben - ja - min Frank - lin,

5
Chris - to - pher Co - lum - bus, A - ma - de - us Mo - zart,

7
Rob - in Hood, Bet - sy Ross, San - ta Claus, Jack Frost, Cin - der - el - la, too!

DISCOVERY

Ask your teacher if you may play *Famous People* with the metronome ticking at ♩ = **112.**

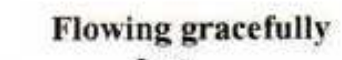
Teacher Duet: (Student plays 1 octave higher)

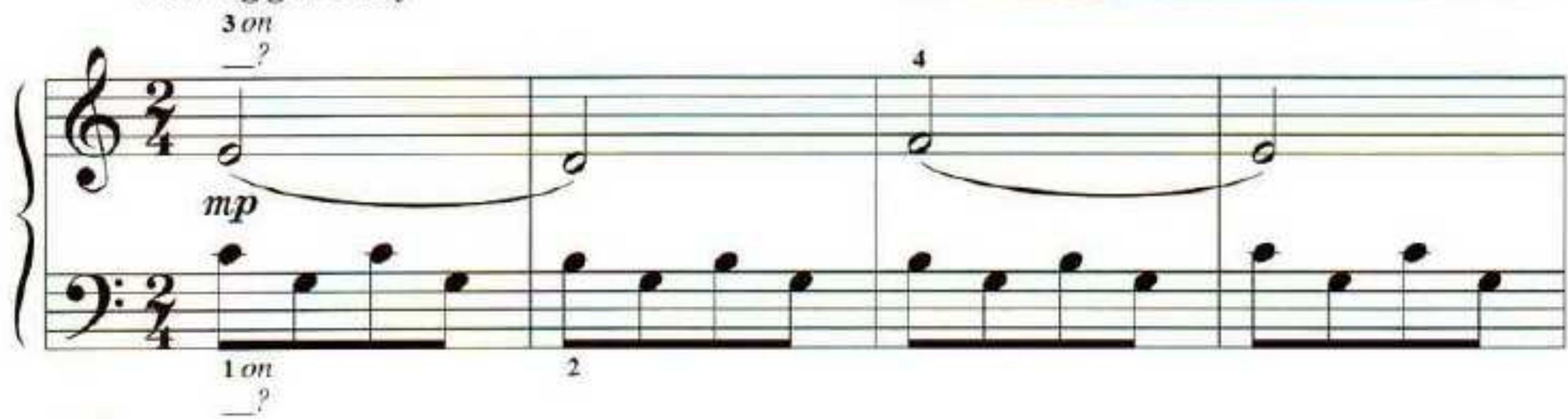


The Mermaid

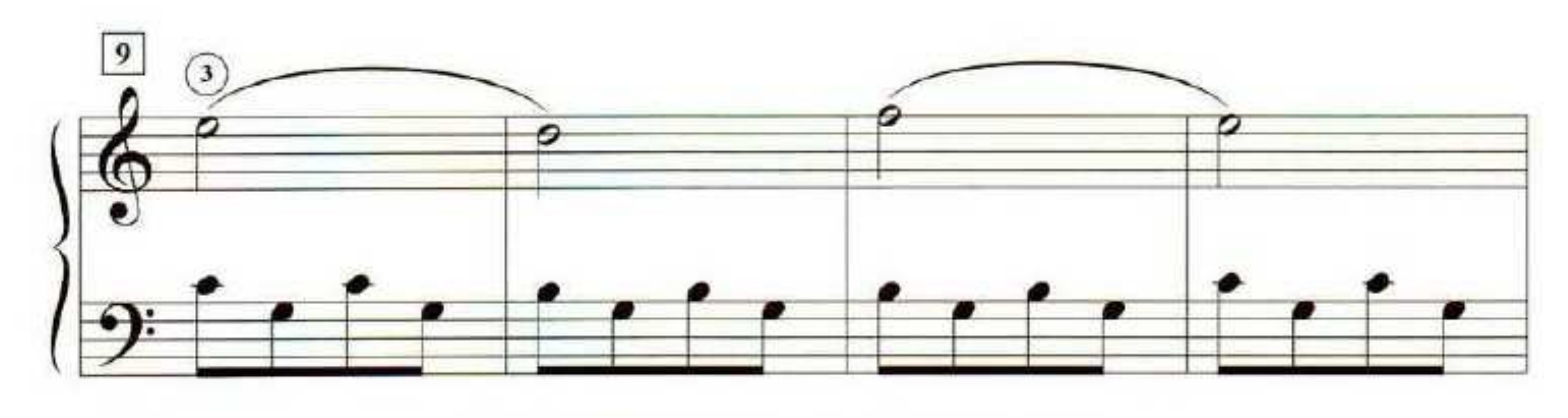


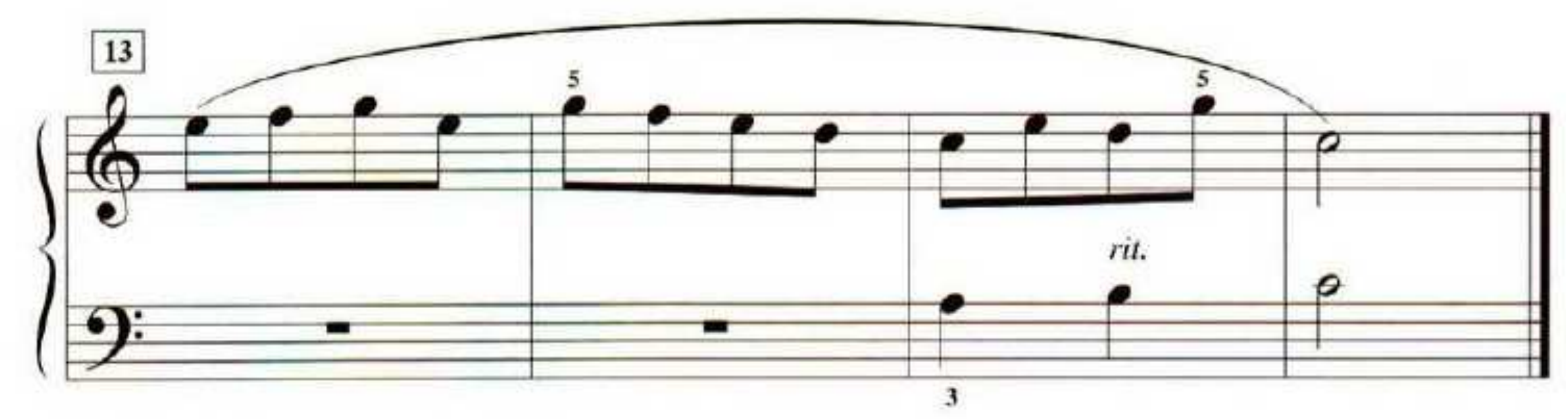
Imagine your R.H. is the mermaid singing.
Your L.H. is the seaweed moving gently below.





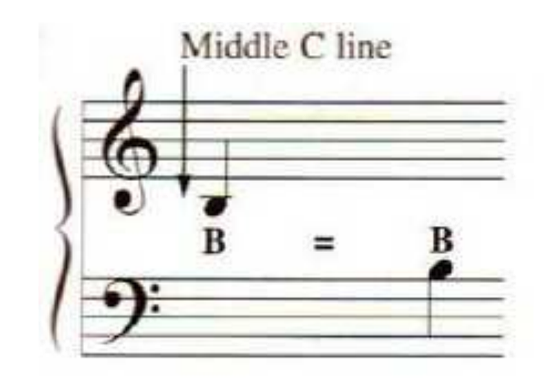








Name aloud each R.H. note in the last line of music.





Skip to My Lou

Practice Hint: Learn the last measure first.

Happily

move (1) to B

mf

Swing your part - ner, skip to my Lou. Swing your part - ner,

4

skip to my Lou. Swing your part - ner, skip to my Lou.

7

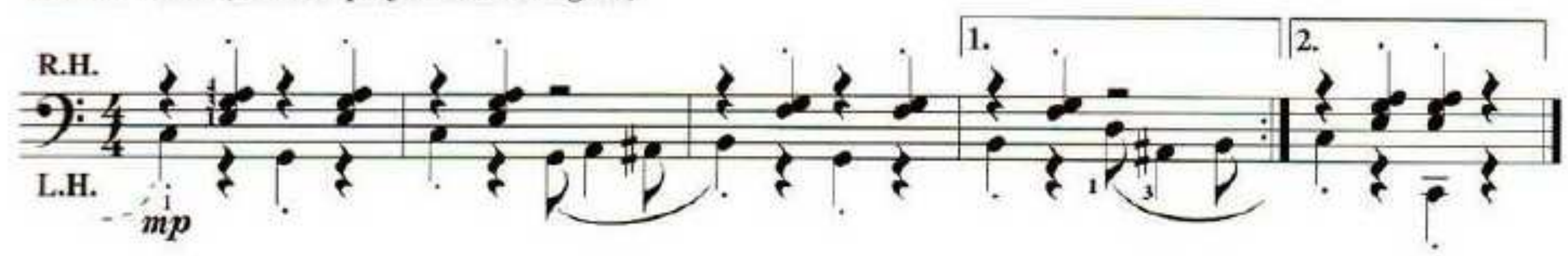
Skip to my Lou, my dar - ling.



The R.H. 8th notes are played on which beat of the measure?

beat 1 *beat 2* *beat 3* *beat 4* (circle your answer)

Teacher Duet: (Student plays 1 octave higher)



Performance p.6 Technique p.7

A **natural** cancels a sharp or a flat.
A natural will always be a white key.
Can you find the natural
in *Leftover Popcorn*?



Leftover Popcorn

Words by Jennifer MacLean

Cheerfully

mp *(prepare L.H.)* *move* (1) *to B*

Left - o - ver pop - corn ly - ing in the bowl, I don't care if it's
Got up so ear - ly just so I could eat last night's pop - corn, oh

4

1 on __?
2 on __?

old and cold. But what do I see? Just my bad luck!
what a treat. But what do I see? Just my bad luck!

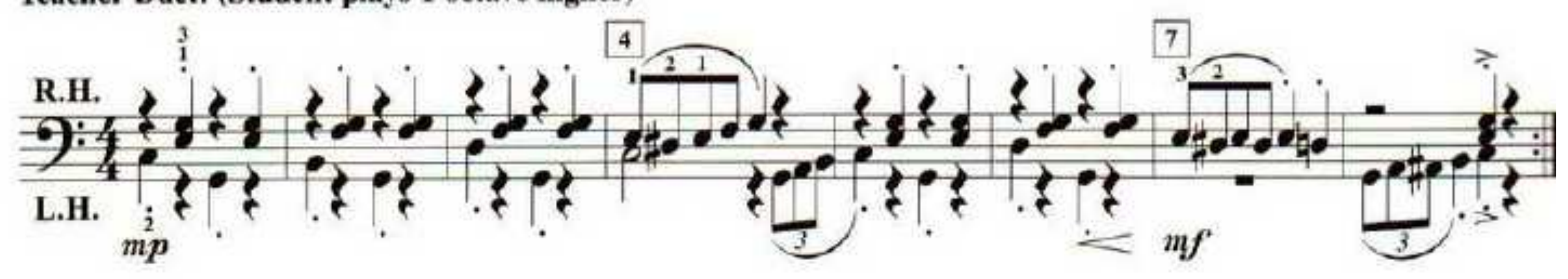
7

f
Ma - ma fed the pop - corn to the duck!

CREATIVE

Make this piece longer by repeating the last line in different octaves.
Play only the R.H.

Teacher Duet: (Student plays 1 octave higher)







Ice Cream

C Position

Words by Crystal Bowman





More Ice Cream

Here is the same piece written in G position.





DISCOVERY

Find and circle a 4th for the R.H. in *More Ice Cream.*

Technique p. 3 *(Flying Fingers)*, p. 10

Transposition

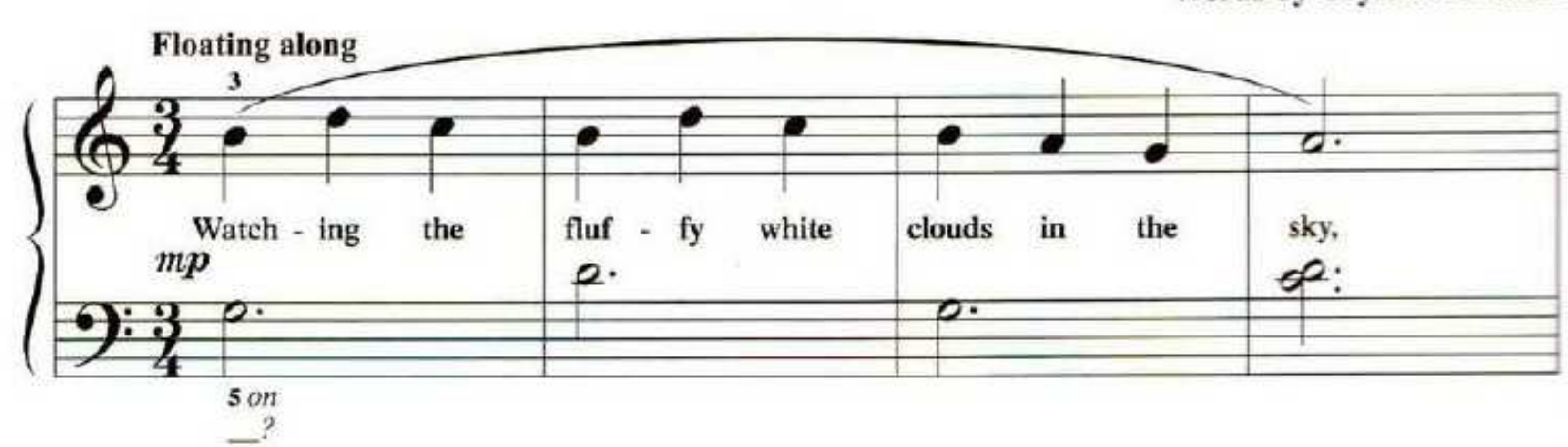
Playing a piece in a different position is called *transposition.*
After learning this piece in G Position, transpose it to C Position.
When transposing, the actual note names will change but the *intervals* will stay the same.
Reading the intervals and listening to the sound will help you transpose.



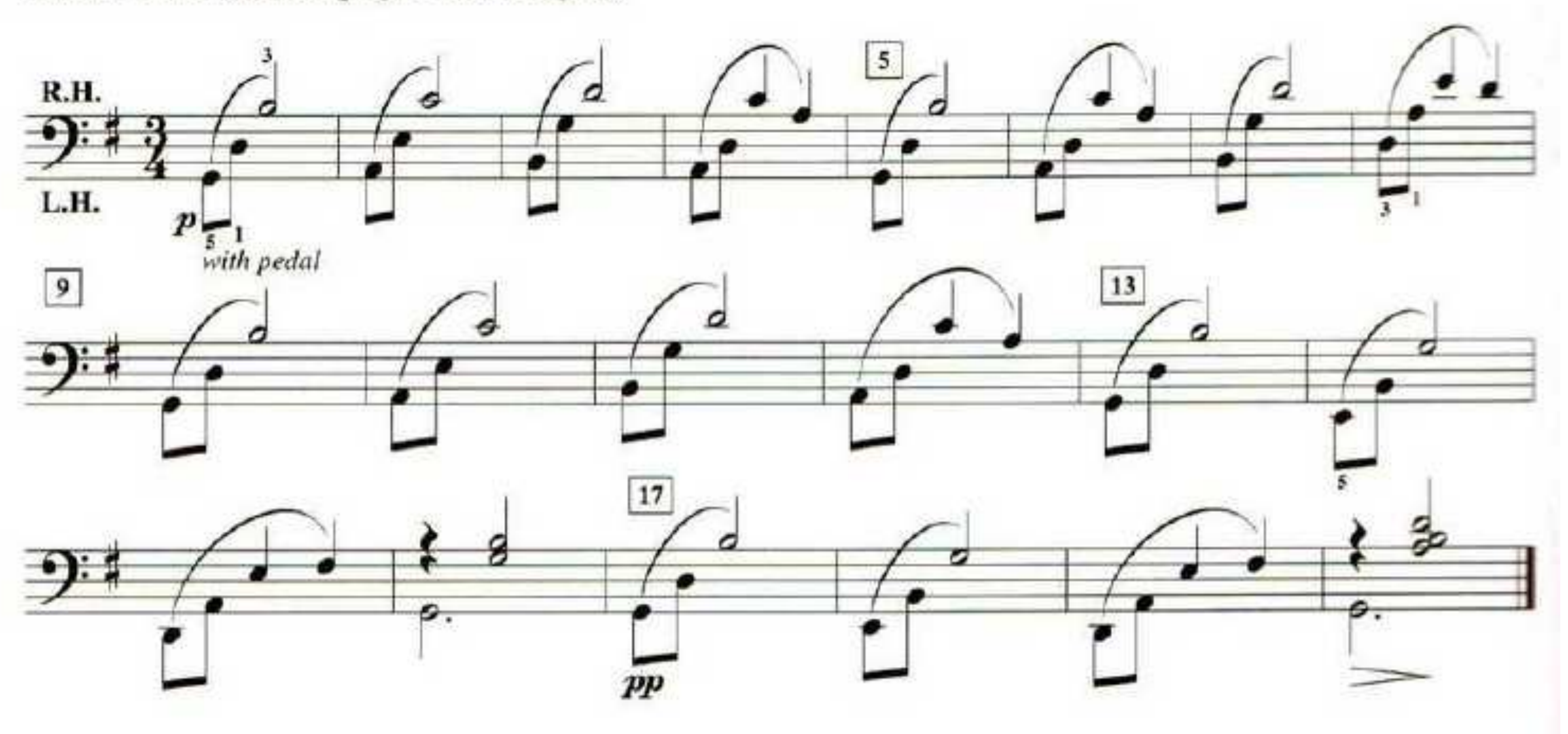
My Daydream

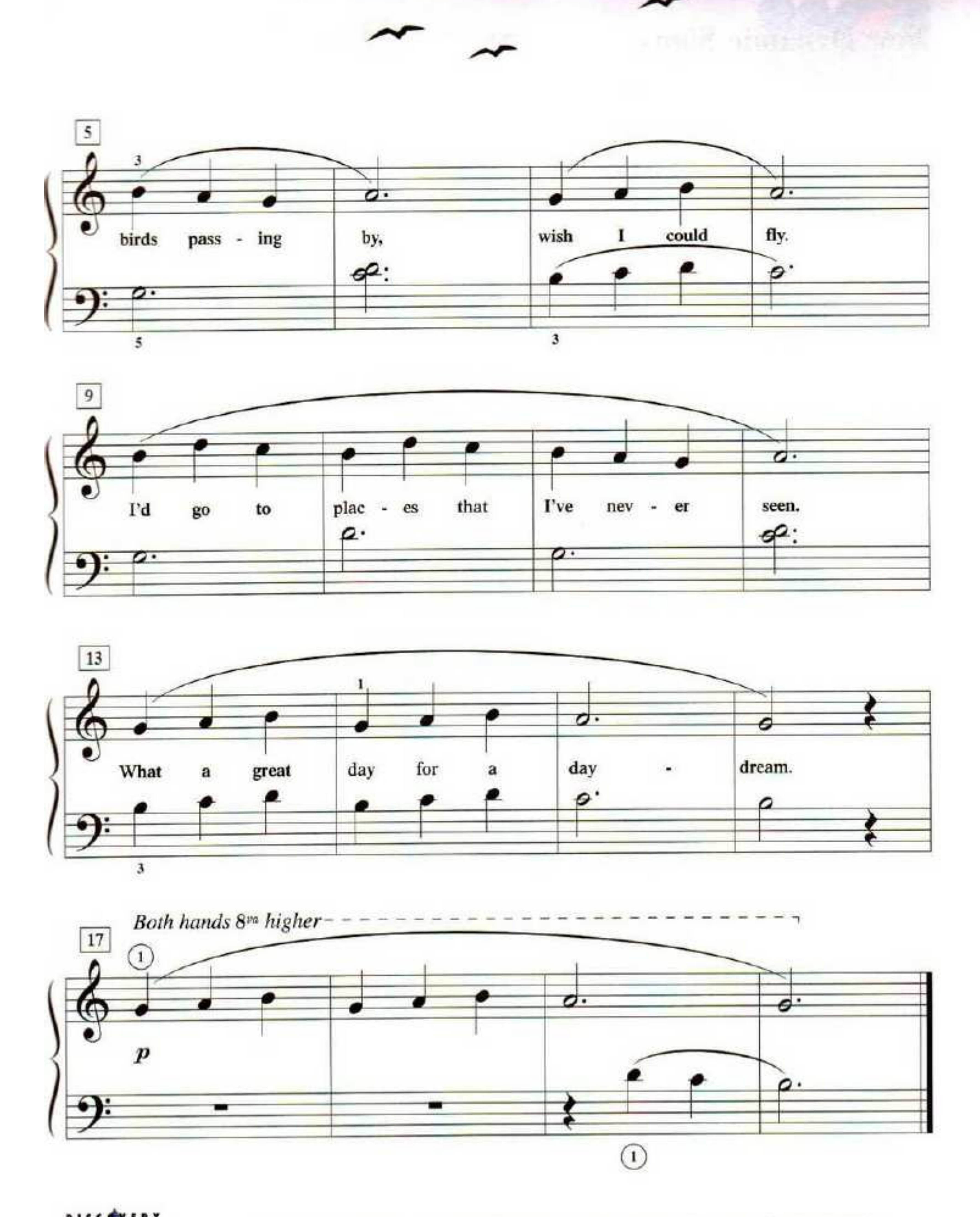
G Position

Words by Crystal Bowman



Teacher Duet: (Student plays 1 octave higher)





When you transpose *My Daydream* to C Position, what is the first note for the L.H.? ____
What is the first note for the R.H.? ____

New Dynamic Signs

Review: Dynamic signs refer to the loudness and softness of the music.
f, ***mf***, ***mp***, and ***p*** are dynamic signs you have learned.

crescendo (cresc.) ——— means gradually **louder**.

diminuendo (dim.) ——— means gradually **softer**.

Your teacher will help you pronounce *crescendo* and *diminuendo*.



The Bell Tower

Name the 5-finger position. ______

Play this entire piece with the right foot pedal held down.



Extra Credit: Can you transpose *The Bell Tower* to C Position?

CREATIVE

Compose a short piece that uses ——— and ———
Call it "The Forest Night" or a title of your choice.

The Elf's Silver Hammer



Name the 5-finger position. ______

Notice that both hands are written in the treble clef.

Playful and fast

p *mf* *p*

1 *on* __?
5 *on* __?

5

9

f

13

p *mf* *rit.* *p*



Which 3 lines of music begin exactly the same way? Show your teacher.
Can you memorize *The Elf's Silver Hammer*?
Can you transpose this piece to G Position?



The Phrase

A *phrase* is a musical idea or thought.
A phrase is often shown in the music with a slur, also called a *phrase mark*.
Think of a phrase as a musical sentence and each note in the phrase as a word.

Remember that all of the notes under the phrase mark are to be played as though each note is a meaningful word in the musical sentence.

phrase mark

The Woodchuck Chucks Wood

Name the 5-finger position. ______

With energy

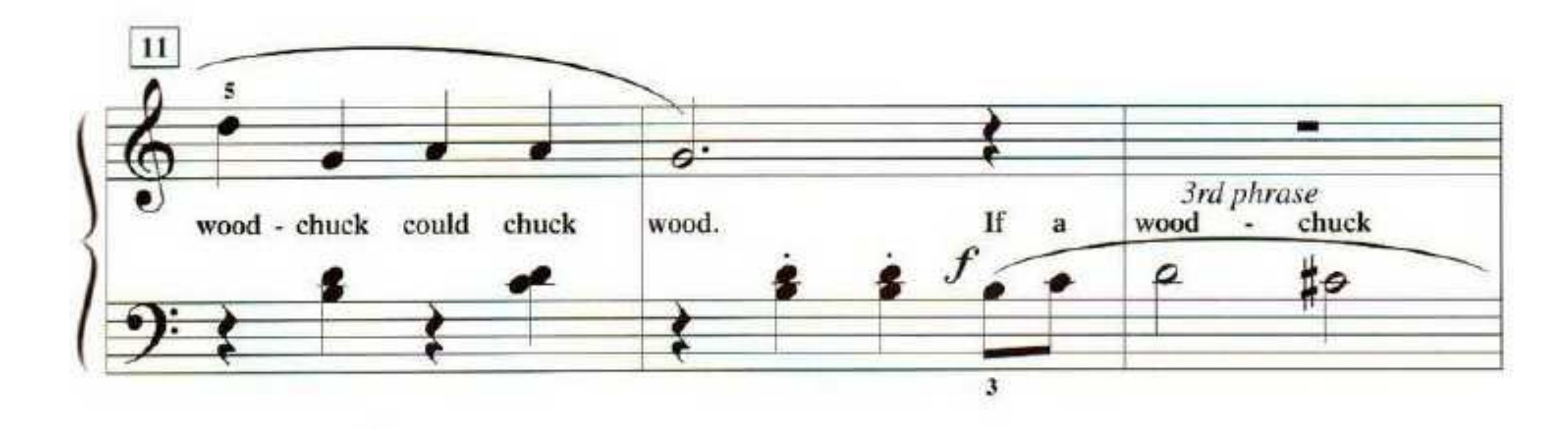
mf

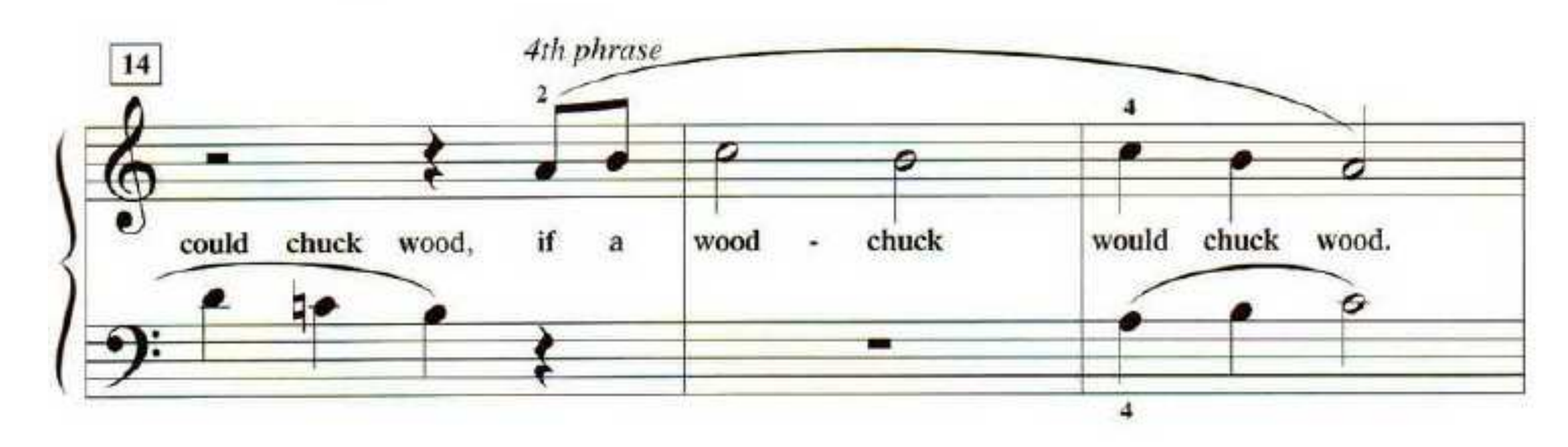
5 *1st phrase*

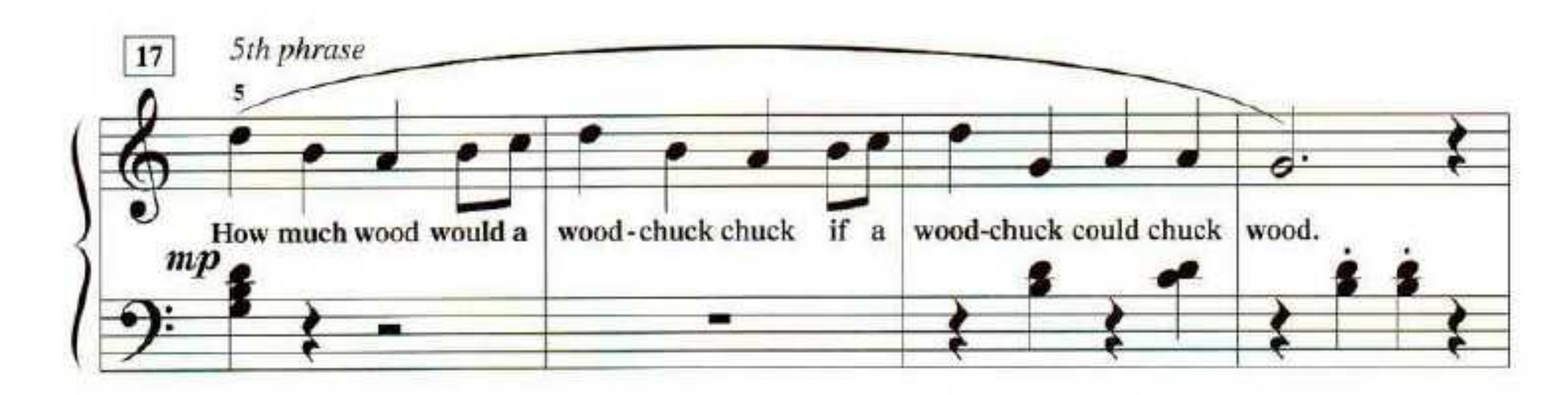
mp How much wood would a wood - chuck chuck if a wood - chuck could chuck

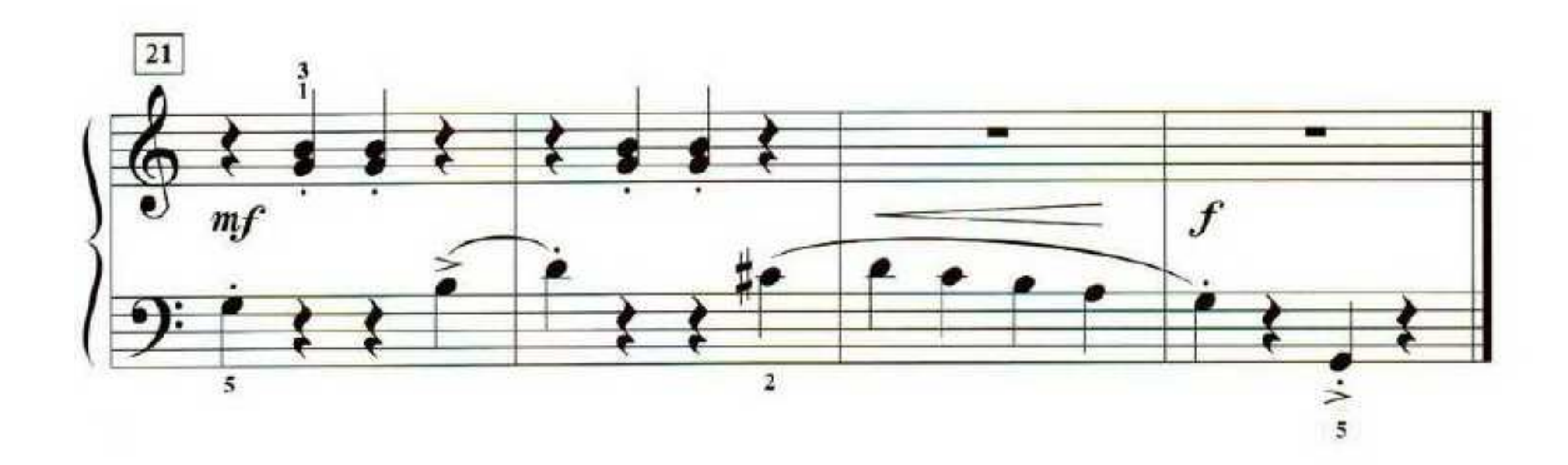
8 *2nd phrase*

wood. Lots of wood would a wood - chuck chuck if a









DISCOVERY

Transpose *The Woodchuck Chucks Wood* to C Position.

Remember, a *phrase* is a musical idea.
Draw in phrase marks in the piece below.
The dotted lines will give you a hint.



I Am the King

Name the 5-finger position. ______

Proudly

mf

Once up - on a time there lived a king.

5

He was the king of ev - 'ry - thing.

9

Ev - 'ry morn-ing he'd wake up and sing. "I am the King, I am the King,

f

13

I am the King of ev - 'ry - thing!" *rit.*

CREATIVE

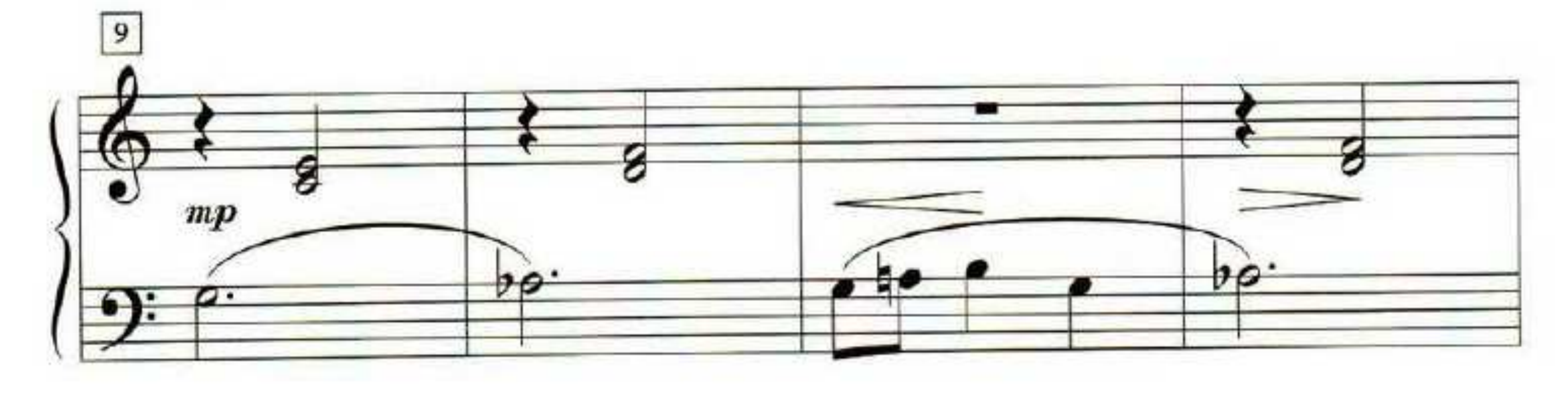
Make up words to go with the R.H. 5ths. Write them in the music if you like.

Moonlight Melody









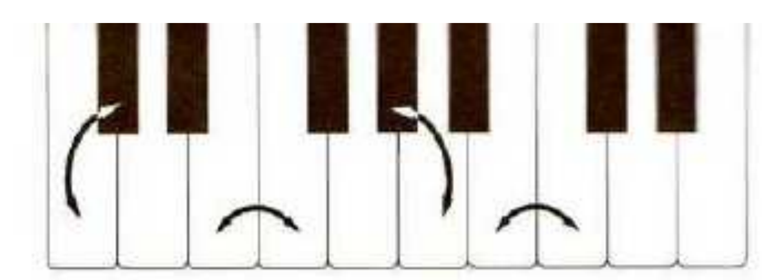


Performance p. 12 Technique p. 16

DISCOVERY

In which 2 lines of music does the L.H. have the melody (tune)?
In which 2 lines of music does the R.H. have the melody?





Half Step Review



Remember, from one key to the very *next* key is a **half step**. Find and play these half steps on the piano. Say aloud "half step" as you play.

As you play this piece, imagine your fingers are controlling the strings of a puppet.

After learning the music well, try playing it with your eyes closed!



Quickly

1 *on* __?

mp

Move his right foot, move his left foot.

1 *on* __?

3

Lift his right arm, lift his left arm. Make his legs dance

6

to and fro, put on a pup - pet show!

f



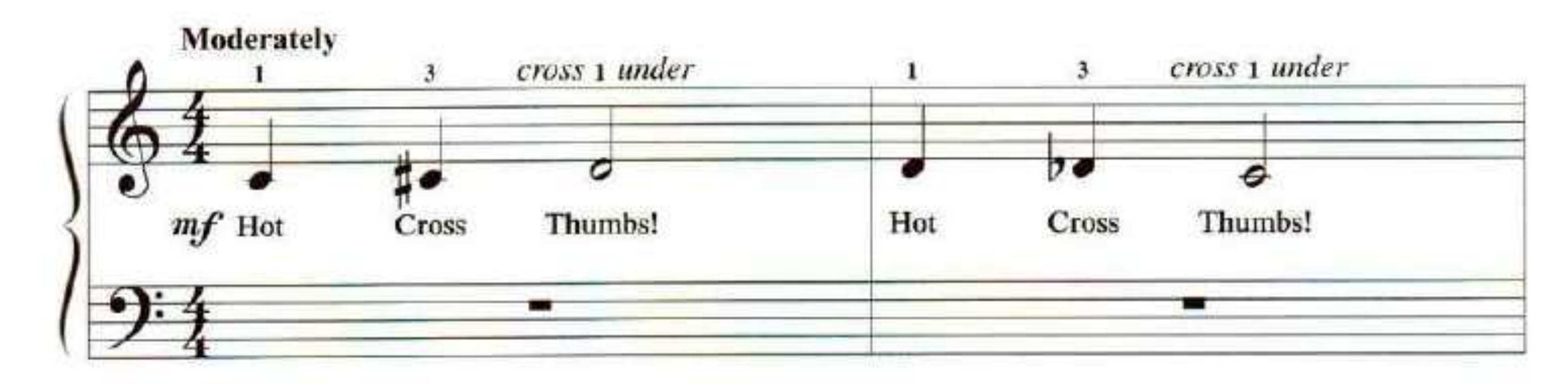
Circle a *white key* to *white key* half step in this piece.
Circle a *white key* to *black key* half step in this piece.

Warm-up:

Rest your hands on your lap with palms facing up.
Gently move your thumbs back and forth halfway across the palm.
Do this 4 or 5 times.

Hot Cross Thumbs

This piece uses only fingers 1 and 3. Watch your teacher demonstrate the fingering.



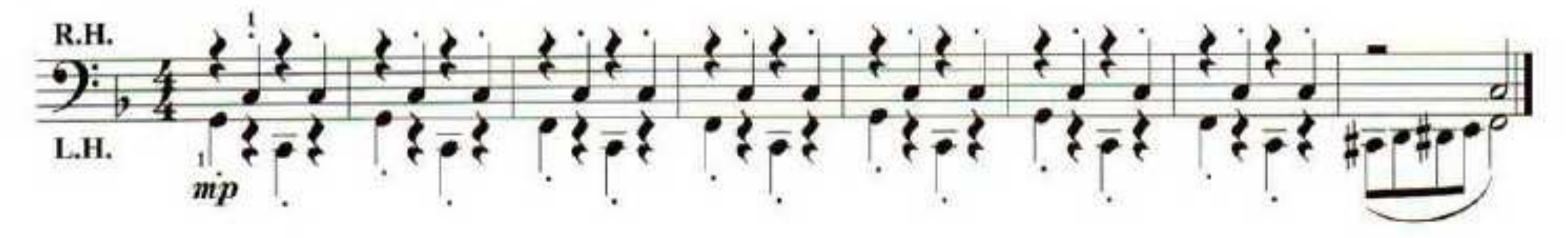




DISCOVERY

Does the L.H. play the same rhythm as the R.H.? ____

Teacher Duet: (Student plays 1 octave higher)



Theory p.14 Technique p.18

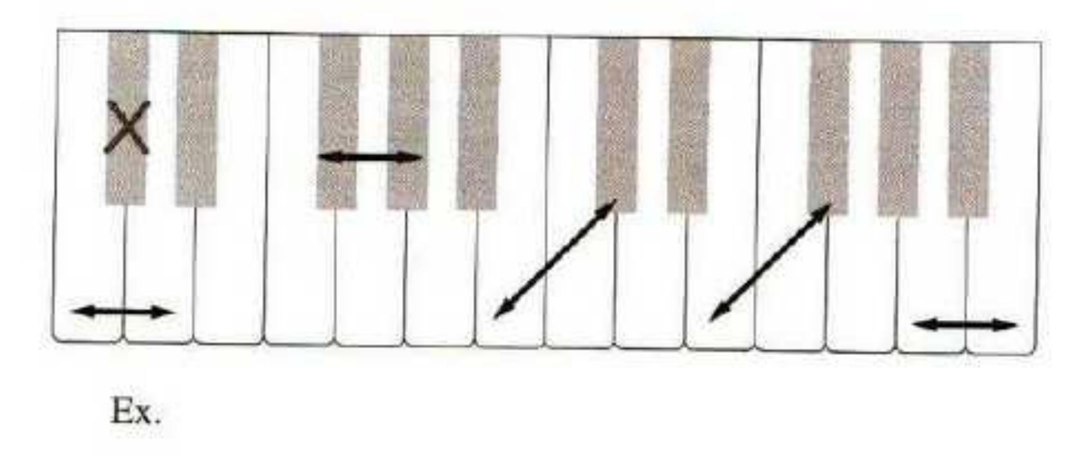
Whole Steps

A **whole step** is made of 2 half steps.

Another way to think about this is -
a **whole step** is 2 keys with one key in between.



- Put an X on the key *in between* each whole step shown below.
- Then play each whole step on the piano.



Ex.



Be a Detective

1. Does measure 1 use a **whole step** or **half step**: *(circle)*
2. Circle a **whole step** in each measure from measure 2 to 7.

Our Detective Agency



7

Miss-ing hat? Miss-ing cat? Miss-ing door mat? We can e - ven lo - cate

mf

10

that! Miss - ing home - work just be - fore it's due?

f

13

We can solve your case with an - y clue! Miss-ing key? Mys - ter - y?

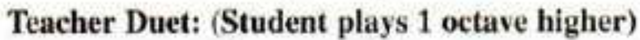
p *mf*

16

Who should you see? Our de - tec - tive a - gen - cy!

f





DISCOVERY

Start with Middle C using only R.H. finger 2. Play whole steps going UP the entire keyboard. Hold the pedal down and *listen* to the sound!

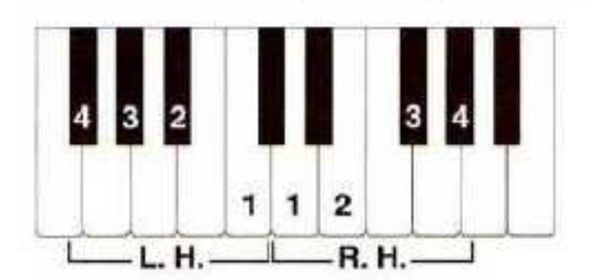
Teacher Duet: (Student plays 1 octave higher)



𝄐 **fermata**

Hold the note longer than its value.

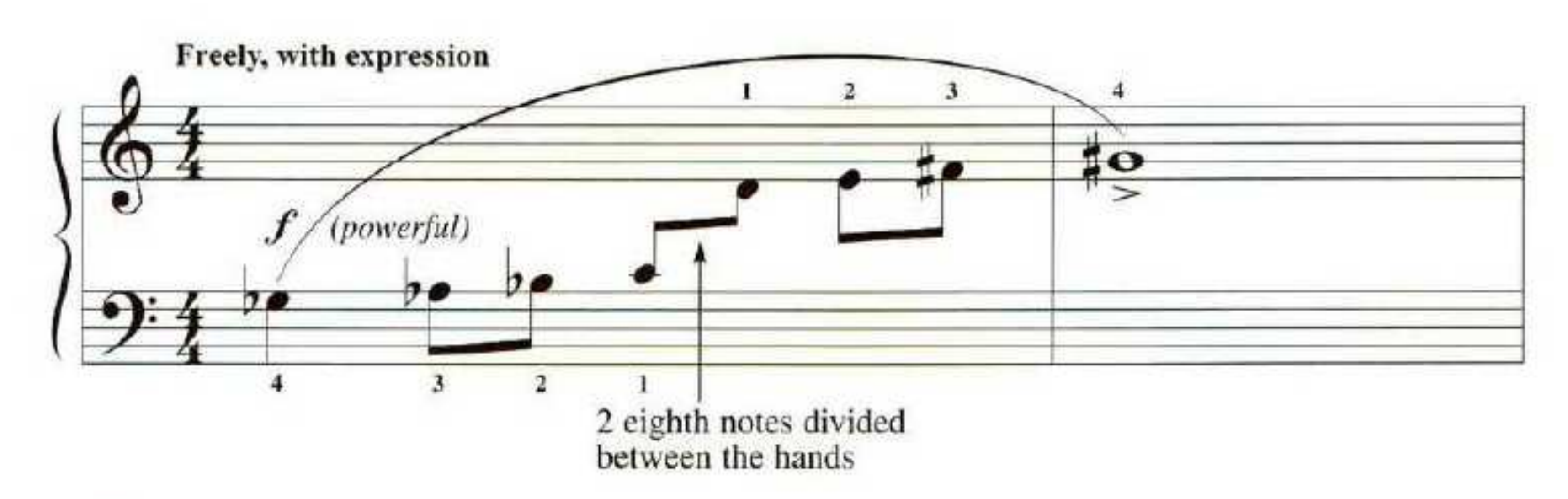
Use this *whole step* hand position.

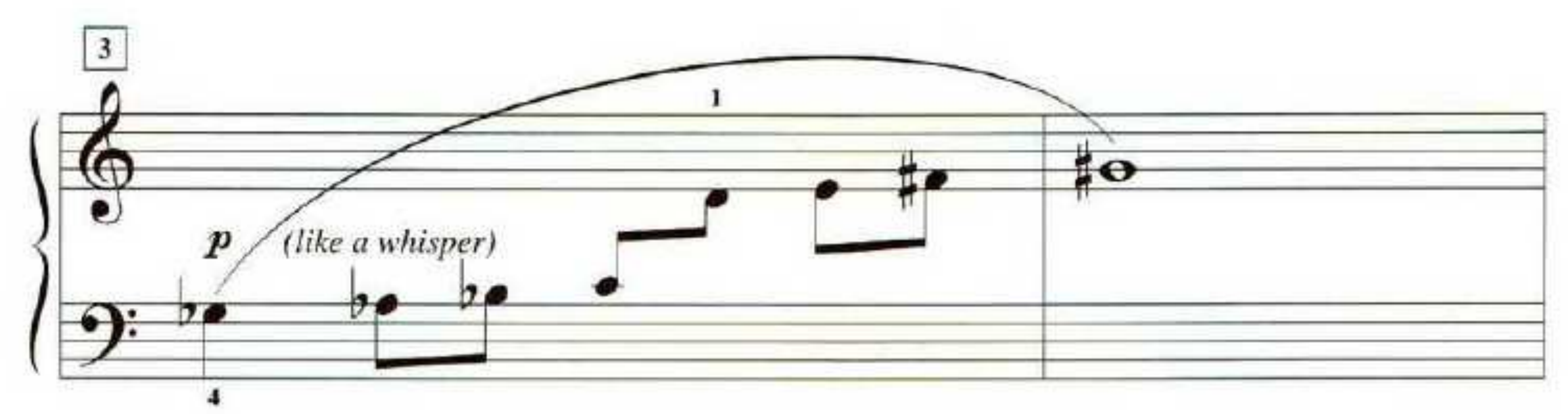


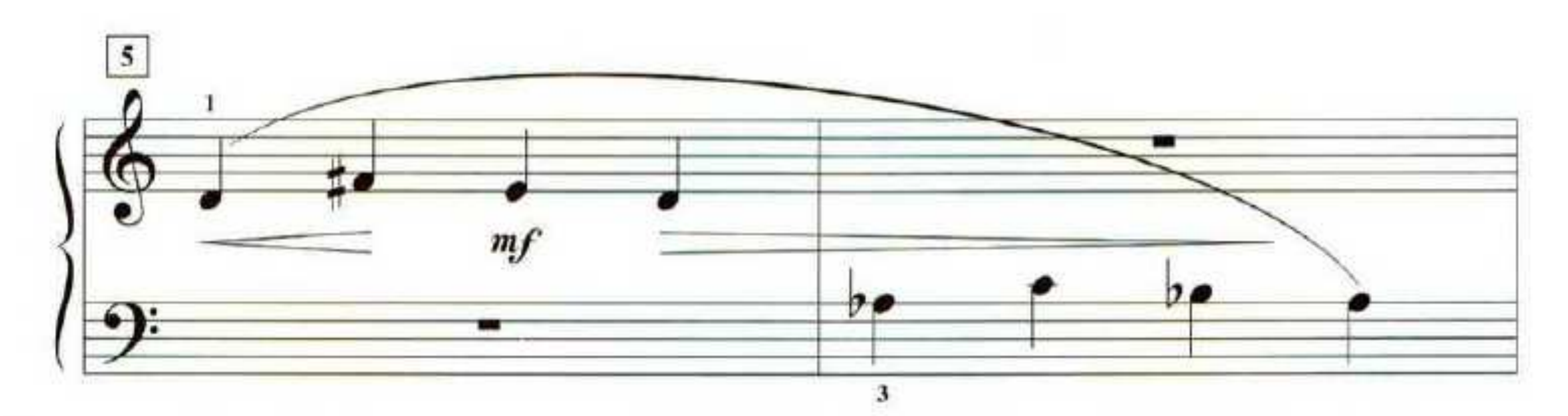


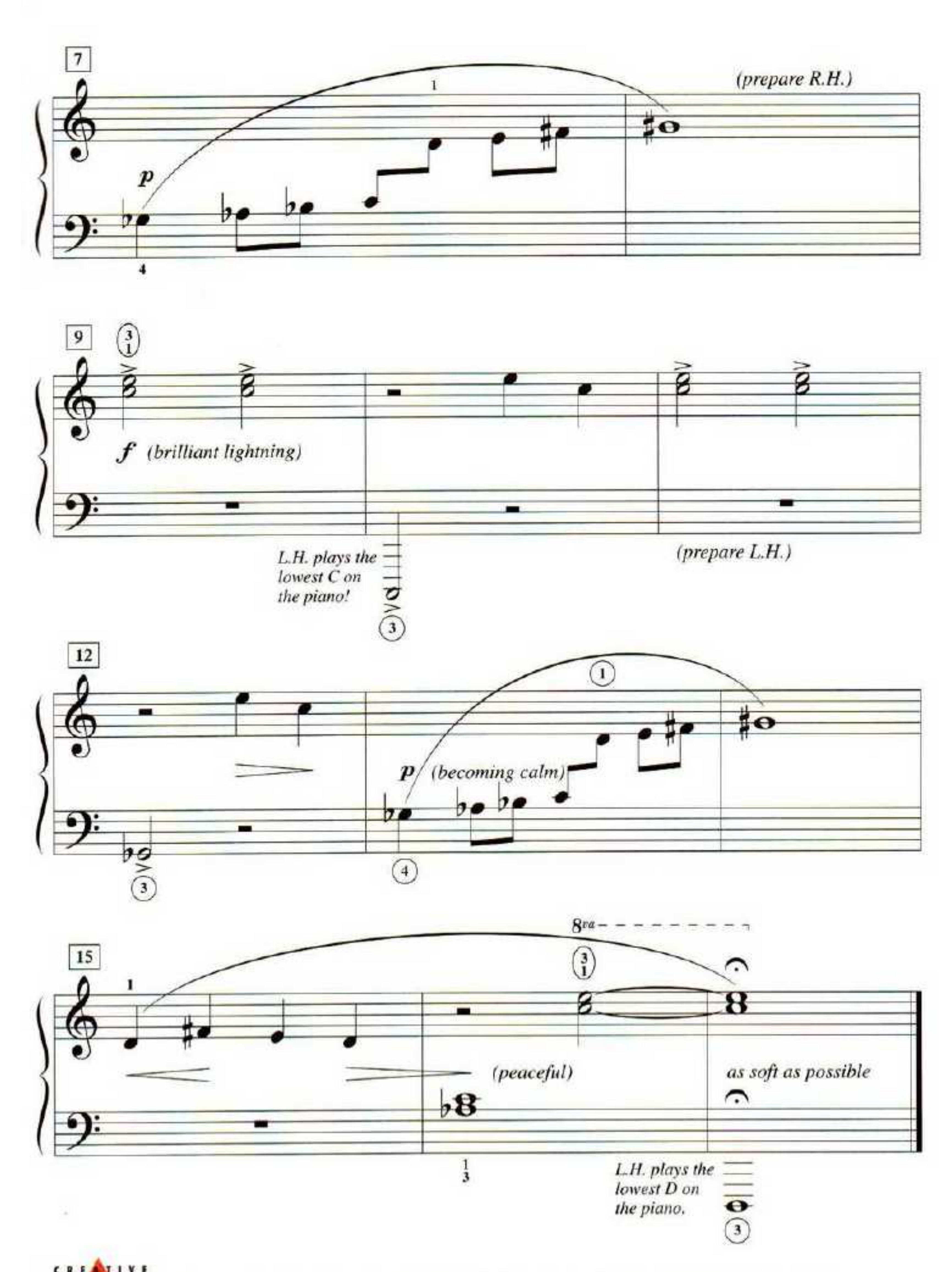
Storms on Saturn

Hold the right foot pedal down throughout the entire piece.









CREATIVE

Using your hand position from the beginning of the piece, create your own storm. Hold the pedal down and have fun!



You already know C and G Positions. They use this 5-finger pattern:

Whole step - Whole step - Half step - Whole step

C Position

Play and say aloud: "Tonic **Whole** step **Whole** step **Half** step **Whole"** step

C chord

Try this in G Position, also!

WHOLE-WHOLE-HALF-WHOLE

D Position

D E F♯ G A

To find D Position, use the **Whole - Whole - Half - Whole** pattern.

R.H.

Play and say aloud: "Tonic **Whole** step **Whole** step **Half** step **Whole"** step

D chord

L.H.

Play and say aloud: "Tonic **Whole** step **Whole** step **Half** step **Whole"** step

D chord

DISCOVERY

Which fingers play a black key? ____ What is the name of the black key? ____ ♯


This Old Man
(for R.H.)
Lively
cross L.H. over
R.H.
mf
This old man, he played one. He played nick-nack on my thumb. With a
(prepare L.H.)
nick-nack, pad-dy whack, give the dog a bone! This old man came roll-ing home.
Your teacher will help you with the L.H. cross-over in measure 3.
This Old Man
(for L.H.)
Lively
mf
This old man, he played one. He played nick-nack on my thumb. With a
cross over
nick-nack, pad-dy whack, give the dog a bone! This old man came roll-ing home.
DISCOVERY
Transpose This Old Man to C and G Positions.

Pirate of the North Sea

D Position



Lively *(Lightly bounce hand with a relaxed arm.)*

mf

f I'm the

5 on ?

5

pi - rate of the North Sea, I'm brawn - y and strong. I'm the

9

cap - tain of my fine ship, I sail all year long. I've *mp*

Teacher Duet: (Student plays 1 octave higher)



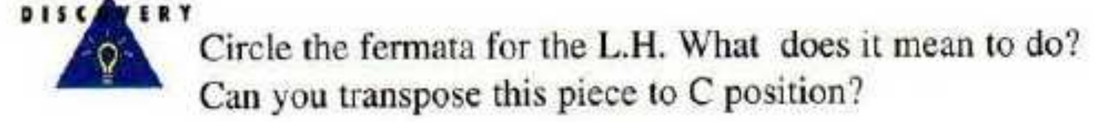
13

trea - sures from all a - round the world, dia - monds and gold! I'm the

17

pi - rate of the North Sea, I'm brawn - y and bold!

21



Circle the fermata for the L.H. What does it mean to do?
Can you transpose this piece to C position?



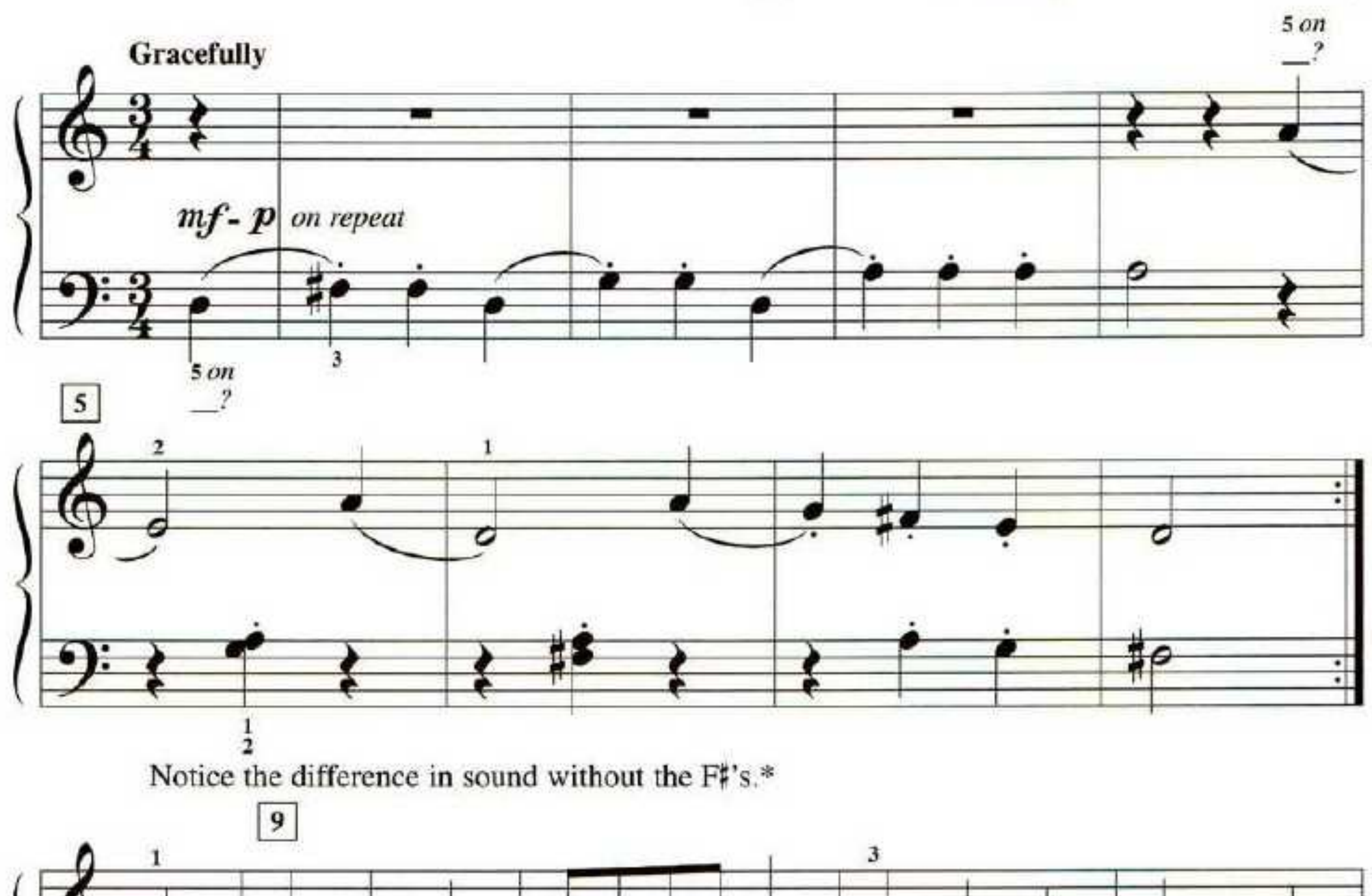
Review: Tonic and Dominant



In D Position (just as in C and G Positions), the lowest note or keynote is called the **tonic**.

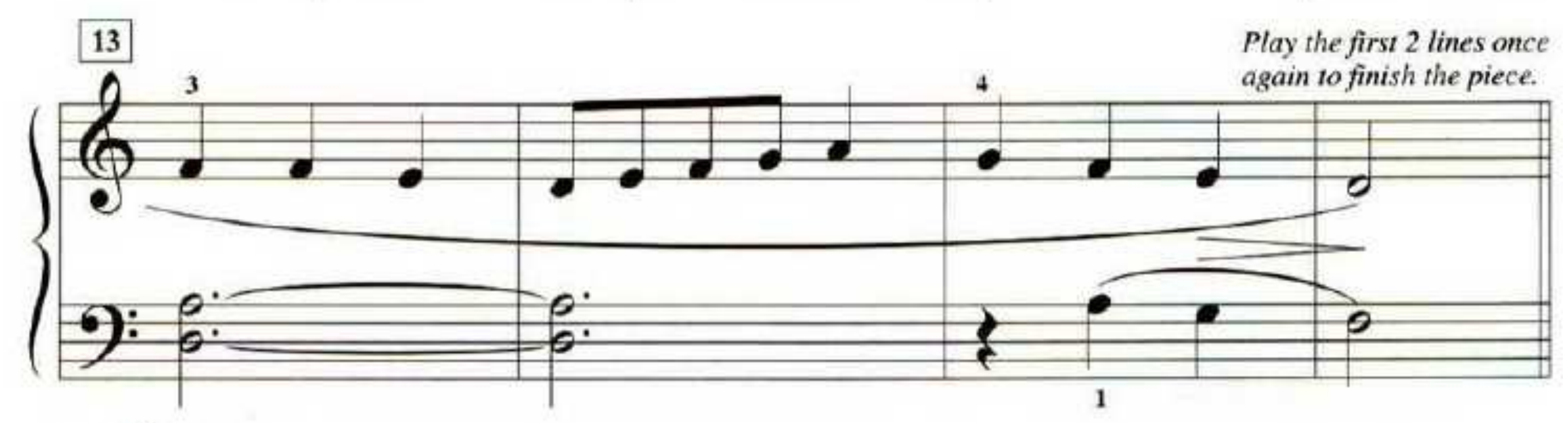
A 5th above the tonic, is called the **dominant**. Circle a tonic and dominant note in this piece.

George Washington's Party



Notice the difference in sound without the F♯'s.*





DISCOVERY

In which section of the piece do you think George Washington might be annoyed with a guest?

***Teacher's Note:** Minor will be formally introduced on p. 40.

Band on the Field!

Name the opening 5-finger position. ______

Moderately fast

1 5

f-*p* (on repeat)

(jump L.H.)

9

mf

cross 1 under

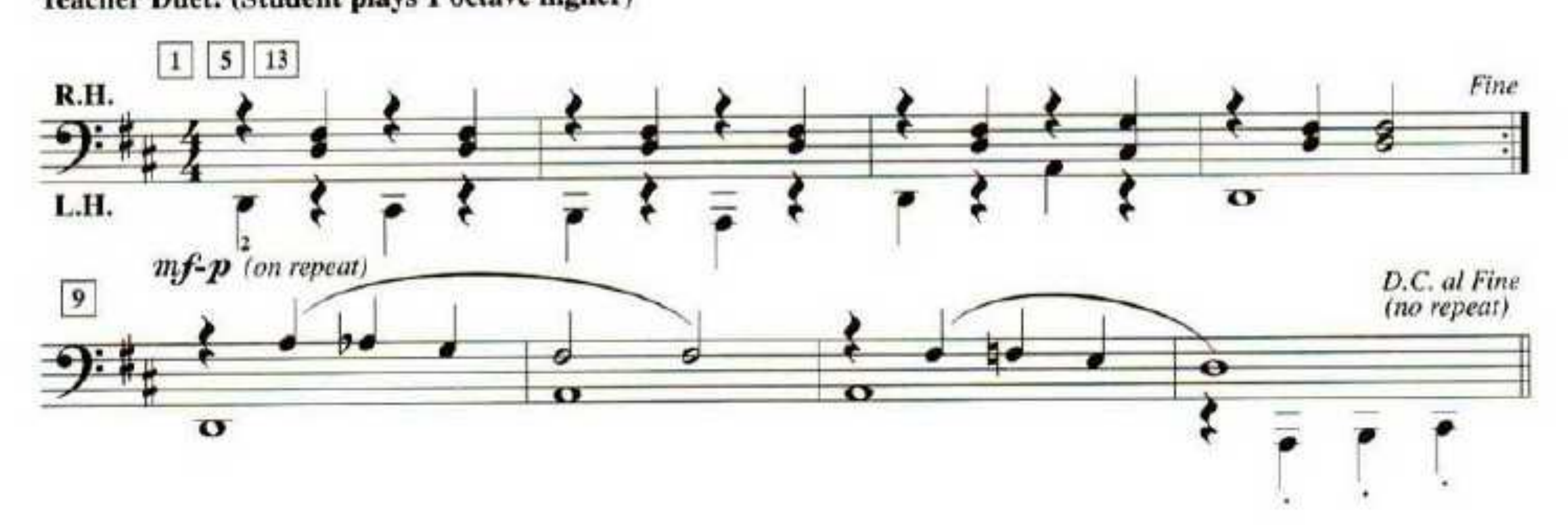
f

13

DISCOVERY

Does the L.H. play the tonic or dominant at the beginning of the piece? ______________

Teacher Duet: (Student plays 1 octave higher)

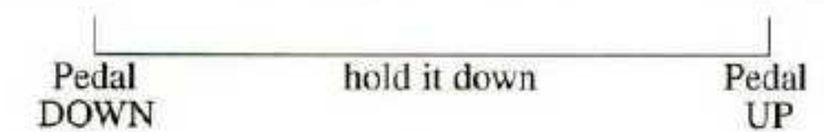


Performance p.18 Theory p.20

The Damper Pedal

The right foot pedal on the piano is called the **damper pedal.** This pedal lifts the *dampers* (felts) off the strings which lets the sounds continue to ring.

The symbol below tells you when to use the damper pedal.



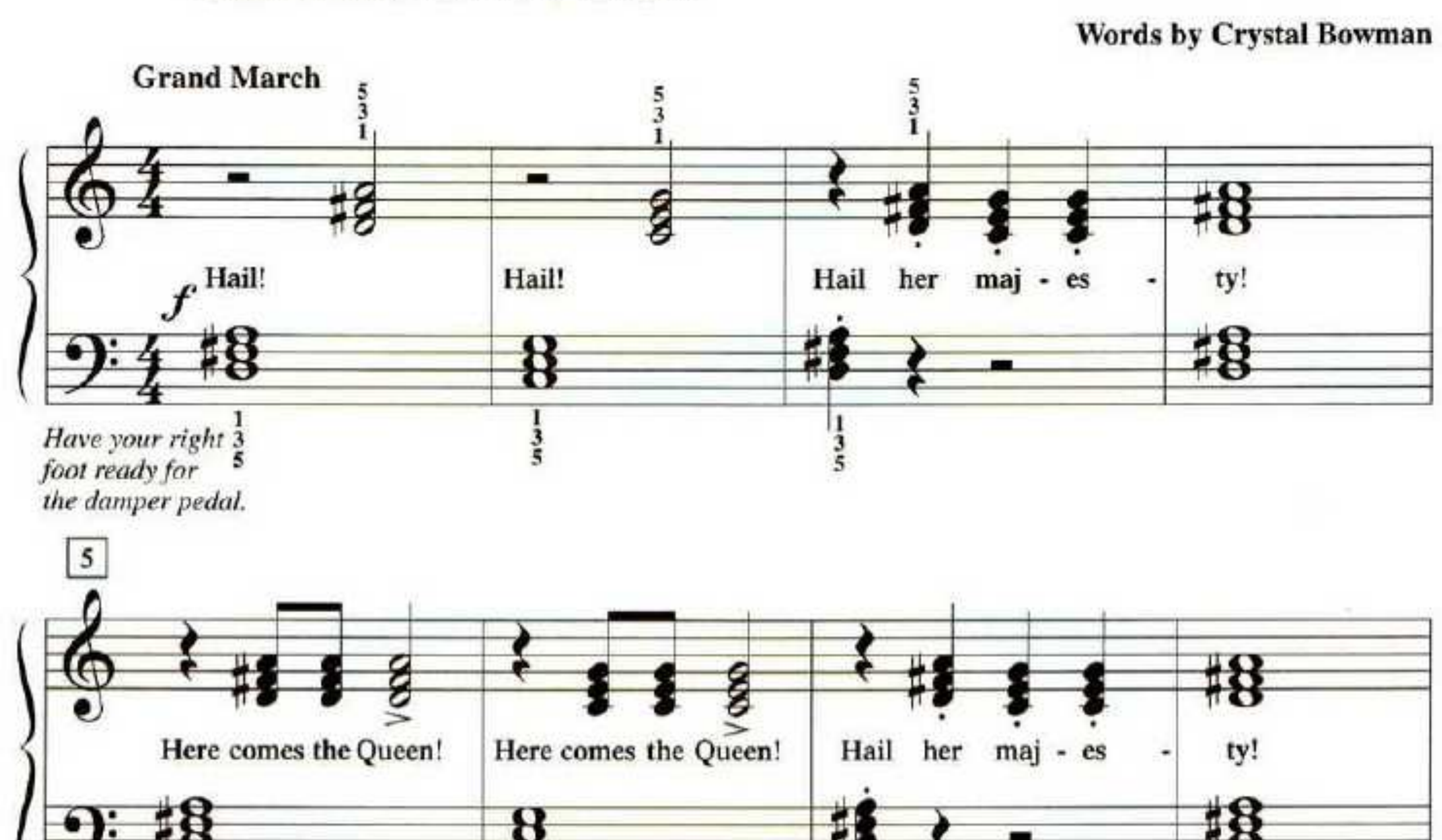


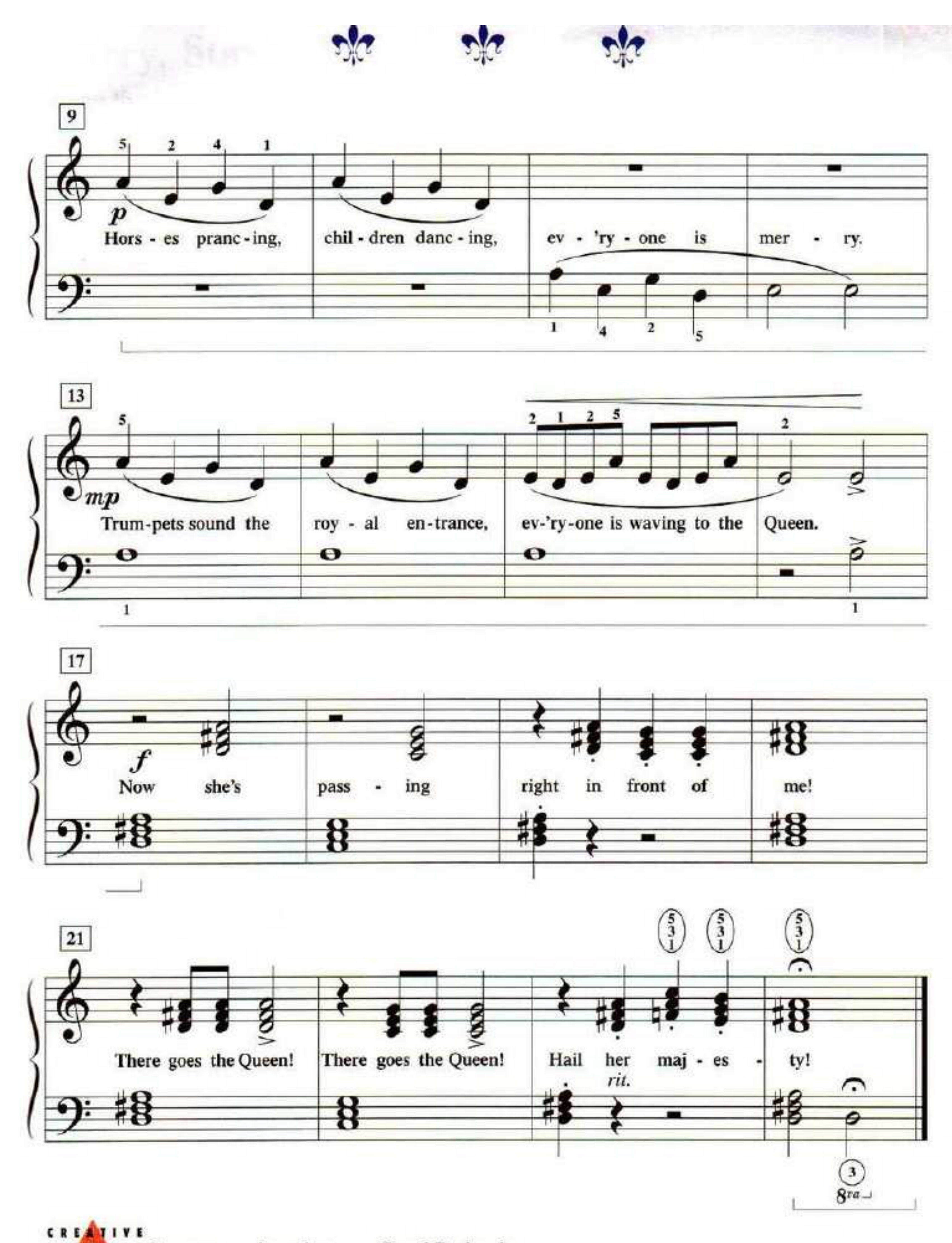
The Queen's Royal Entrance

This piece changes between C and D chords.

Warm-up: Play back and forth between D and C chords. Use L.H., then R.H.

Words by Crystal Bowman



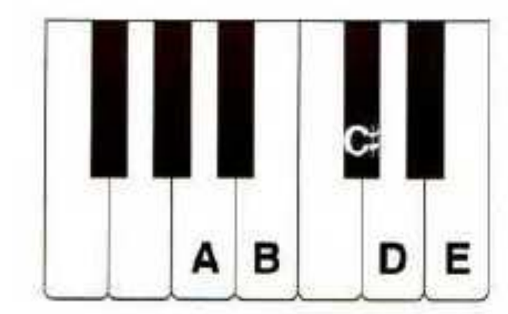


CREATIVE

Compose a piece that uses C and D chords.
Call it "The Kitten's Playful Entrance" or a title of your choice.



A Position



To find A Position, use the **Whole - Whole - Half - Whole** pattern.





Double Decker Bus



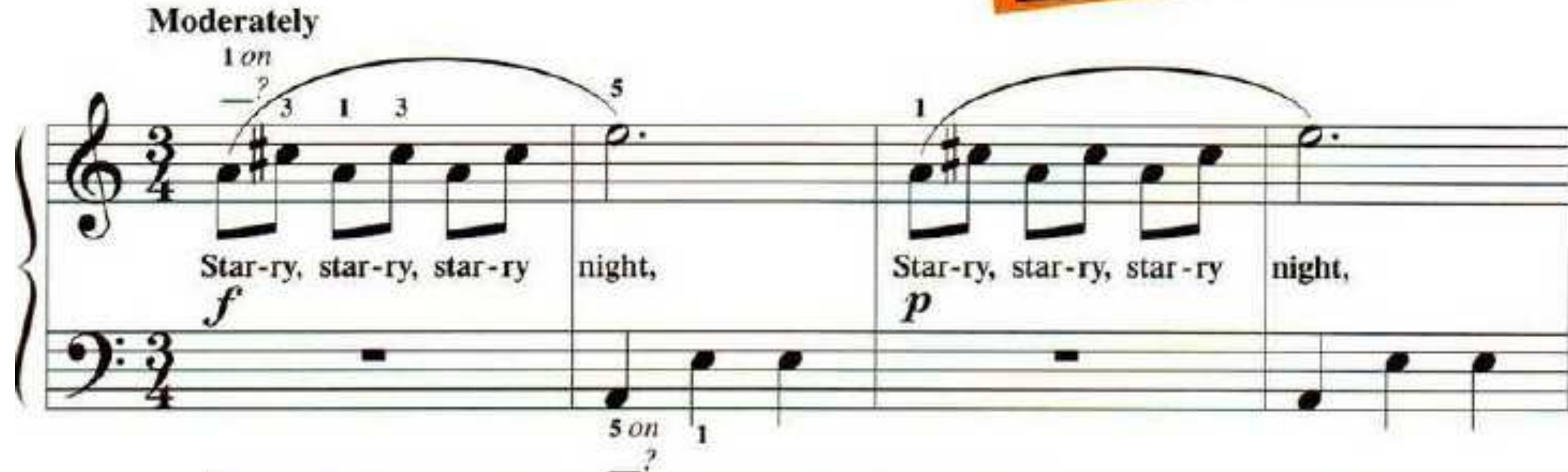
DISCOVERY Transpose *Double Decker Bus* to D Position.

Starry, Starry Night

Name the 5-finger position. ______

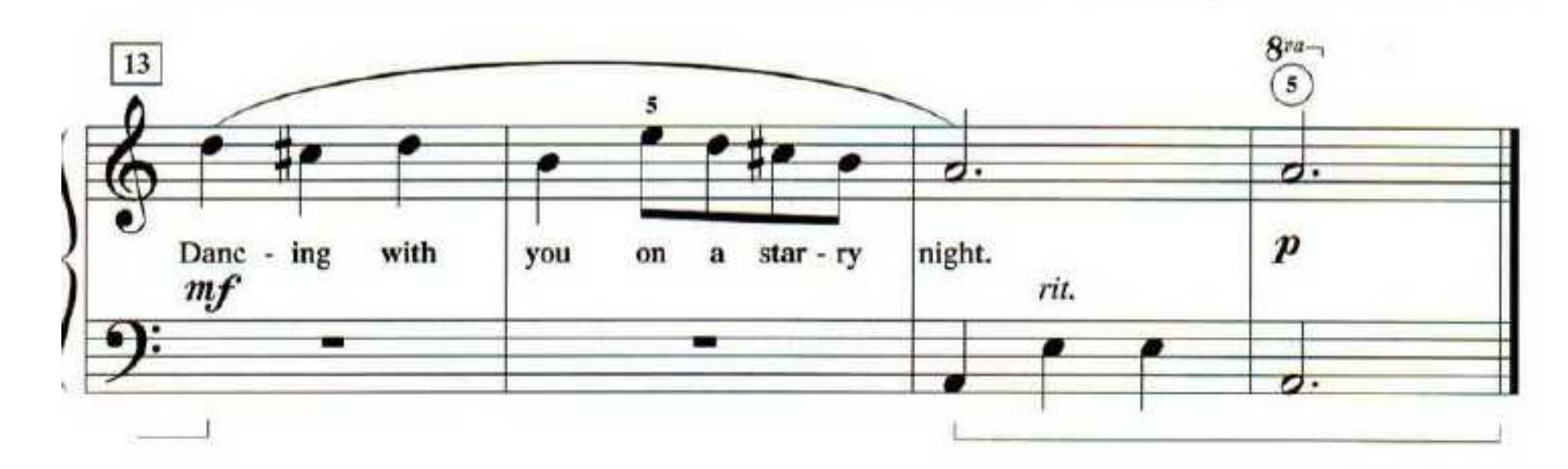
Pedal warm-up: Play the right hand alone using the pedal markings shown.











Theory p.22 Technique p.25

L.H. Boogie Warm-up:

1. Practice silently moving your L.H. back and forth from **A Position** to **D Position**.
2. Practice the L.H. **boogie pattern** (measure 1) in A Position, then in D Position.
3. Play the L.H. of *Aardvark Boogie* alone keeping a steady beat throughout!



Aardvark Boogie

Name the 5-finger position. ____

Cheerfully

5 *on* __?
1 *on* __?

f boogie pattern

3

Move L.H. to D Position.

5

Move L.H. to A Position.

7

9

new pattern

11

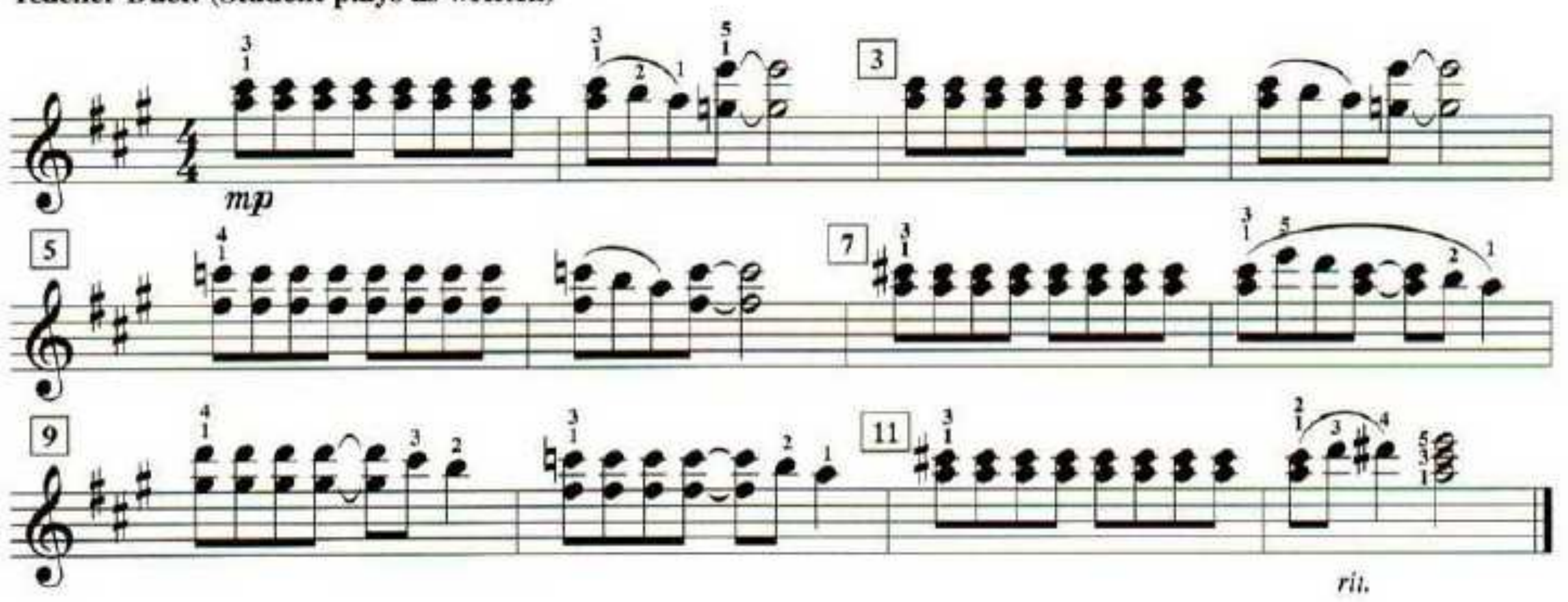
rit.

8va

DISCOVERY

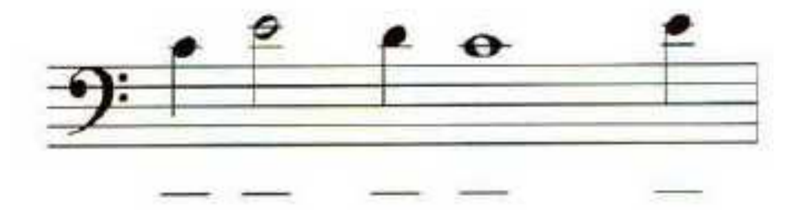
Play *Aardvark Boogie* with the L.H. one octave lower.

Teacher Duet: (Student plays as written)



New Note





Cover up the notes to the left and quiz yourself by naming these notes.

Notice that this E is one ledger line higher than Middle C.
Play these 3 notes on the piano saying the note names aloud.

Whirling Leaves





Name the 5-finger position. _____

Notice that the damper pedal is held down throughout this piece.

Moderately fast

p

5 2 1

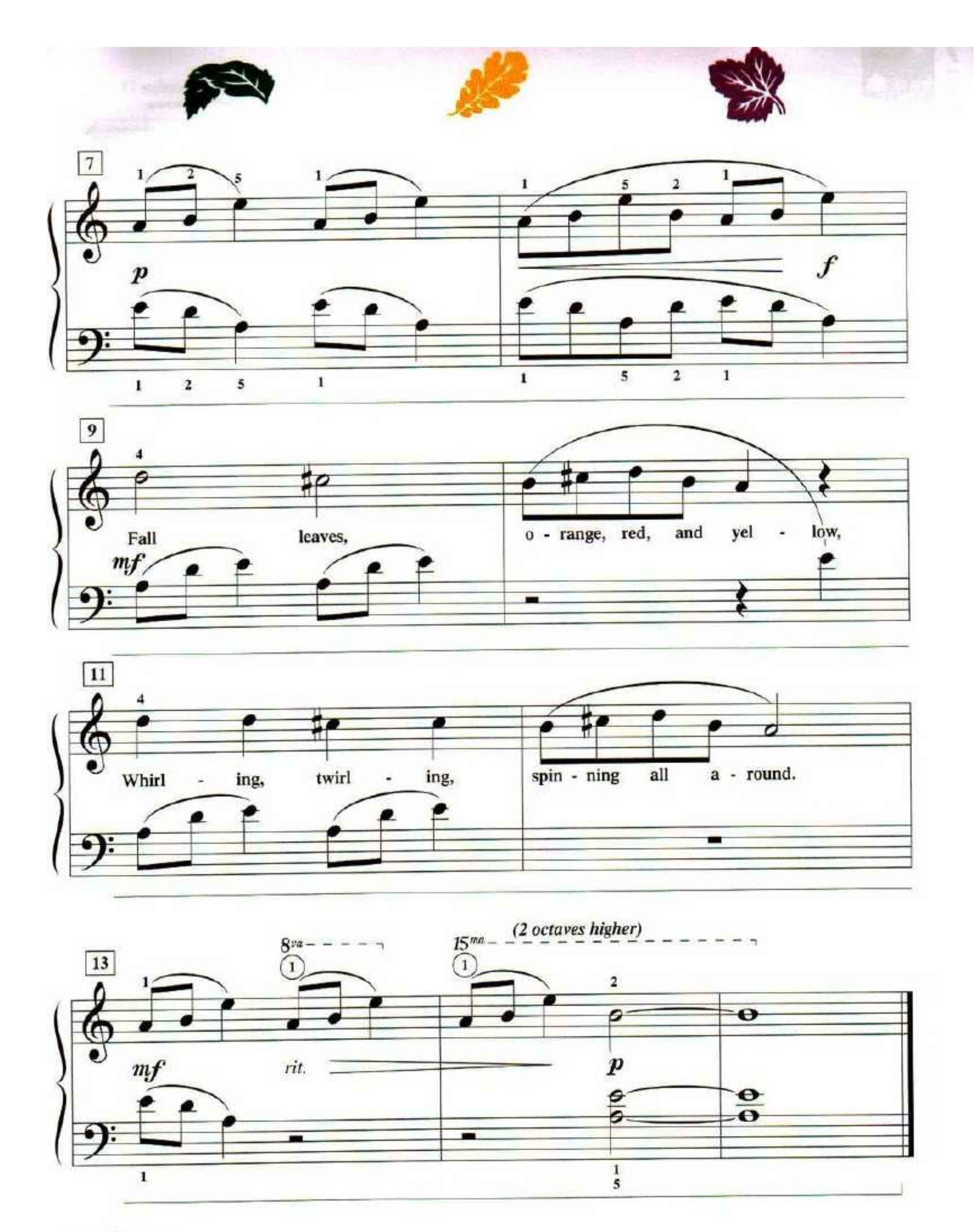
3

mp

Fall leaves whirl - ing in the coun - try,

5

Fall leaves spin - ning in the town.



CREATIVE

Make up a short piece that uses D and A chords.

Major and Minor Sounds

You have learned C, G, D, and A five-finger positions.
Their pattern was **Whole - Whole - Half - Whole.** This sound is called **major.**

Play the **C major** 5-finger position below.

Now lower the 3rd note *one-half step.*
Play and listen to the sound.
This is called the **C minor** 5-finger position.



Play **C major** and **C minor** positions in 3 different places on the piano.
Listen to the difference in the sound!

Practice and **memorize** the *look, feel,* and *sound* of these 5-finger patterns.

Play them each day as warm-ups.
Your teacher may even suggest other ways for you to play them.

Changing Moods

C major — *f* — C major chord

C minor — *p* — C minor chord

G major — *f* — G major chord

G minor

G minor chord

p

D major

1

D major chord

f

5

D minor

D minor chord

p

A major

1

A major chord

f

5

A minor

A minor chord

p



Teacher Note: It is recommended that the student gradually learn the remaining 5-finger major and minor positions. See **Achievement Skill Sheet #1,** Major 5-finger Patterns and Cross-hand Arpeggios (AS5001) **Achievement Skill Sheet #2,** Minor 5-finger Patterns and Cross-hand Arpeggios (AS5002)

The word **tempo** means the speed of the music (fast, slow, etc.).

The tempo mark is located above the time signature. Italian words are commonly used as tempo marks. Your teacher will help you pronounce them correctly.

Tempo marks

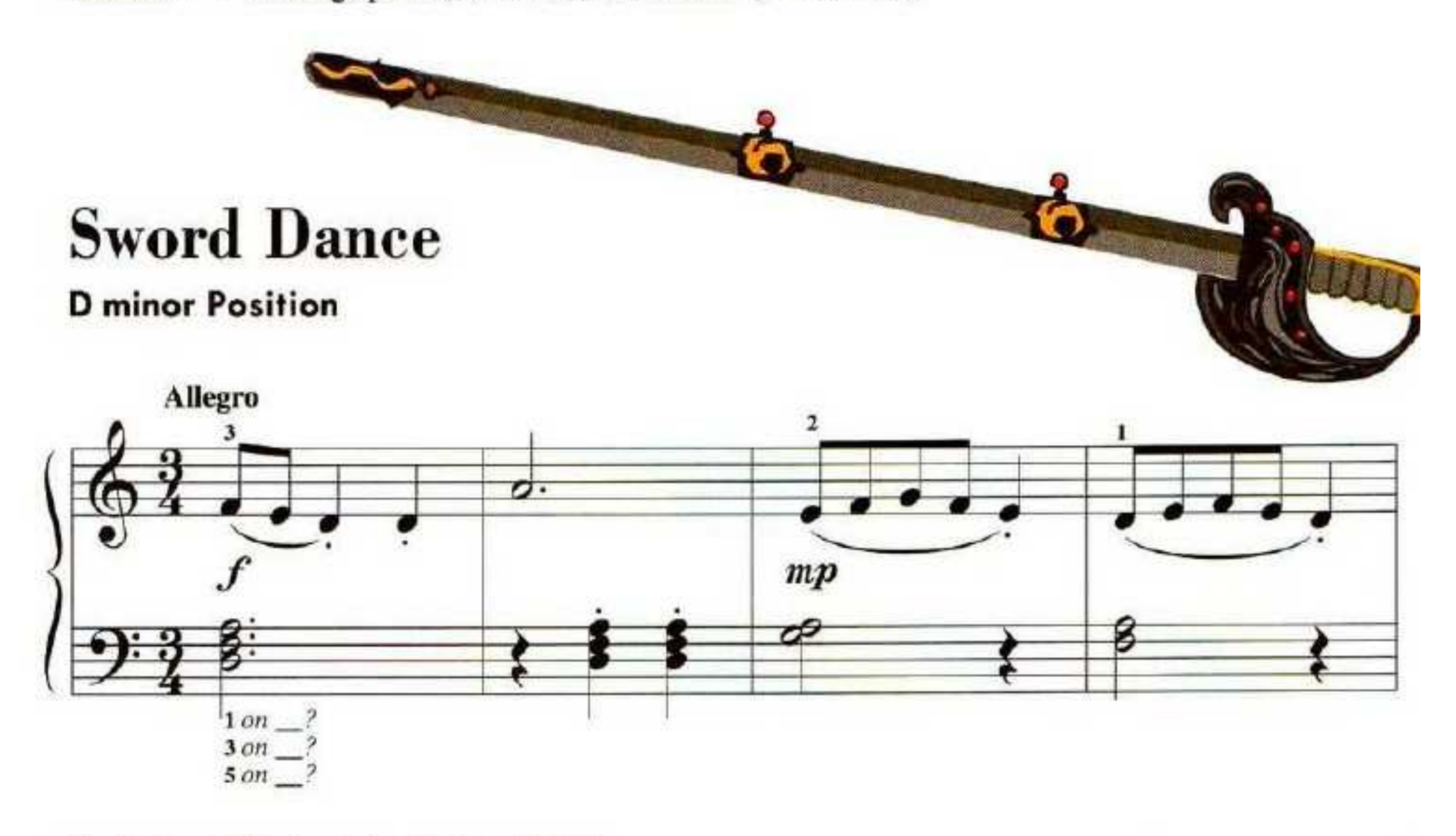
Allegro — fast and lively (♩ = 126–168)

Moderato — moderately, slower than Allegro (♩ = 108–120)

Andante — "walking speed", slower than Moderato (♩ = 76–104)

Sword Dance

D minor Position



Teacher Duet: (Student plays 1 octave higher)



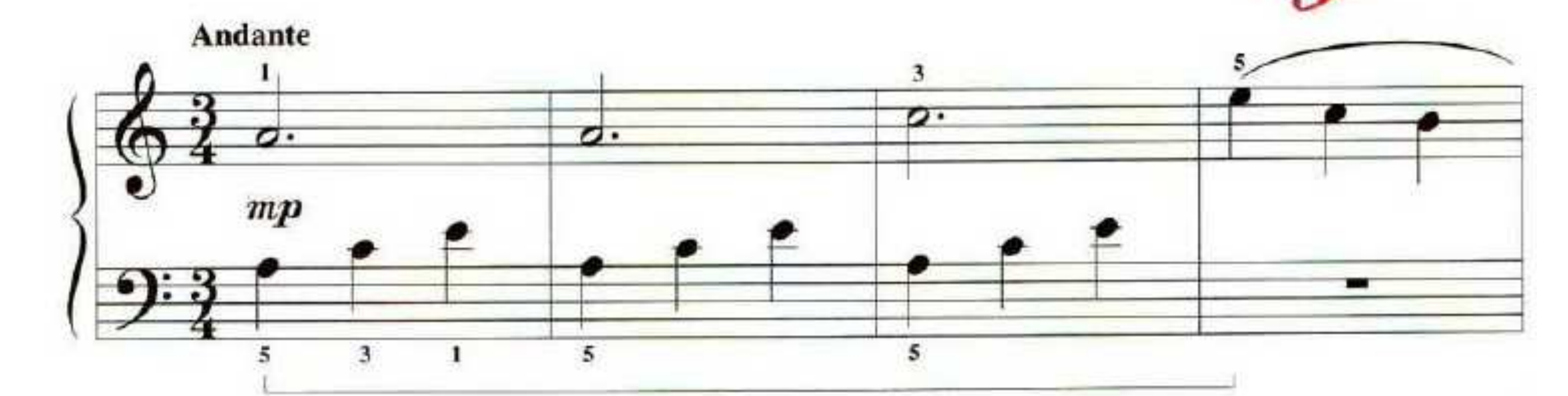


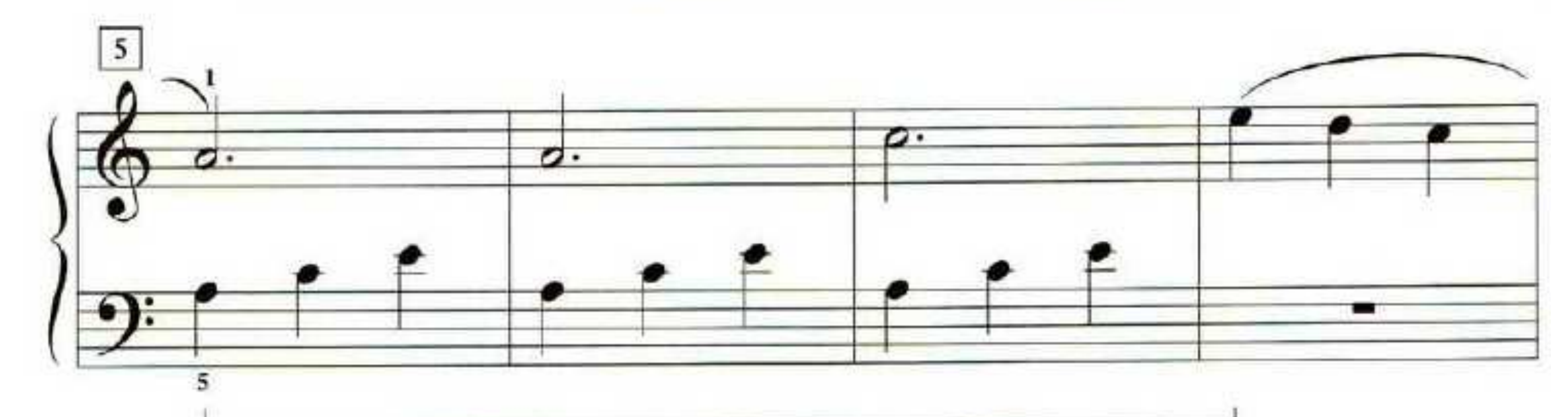
Play *Sword Dance* using one of these tempo marks: *Allegro, Moderato,* or *Andante.* See if your teacher can correctly name your tempo.

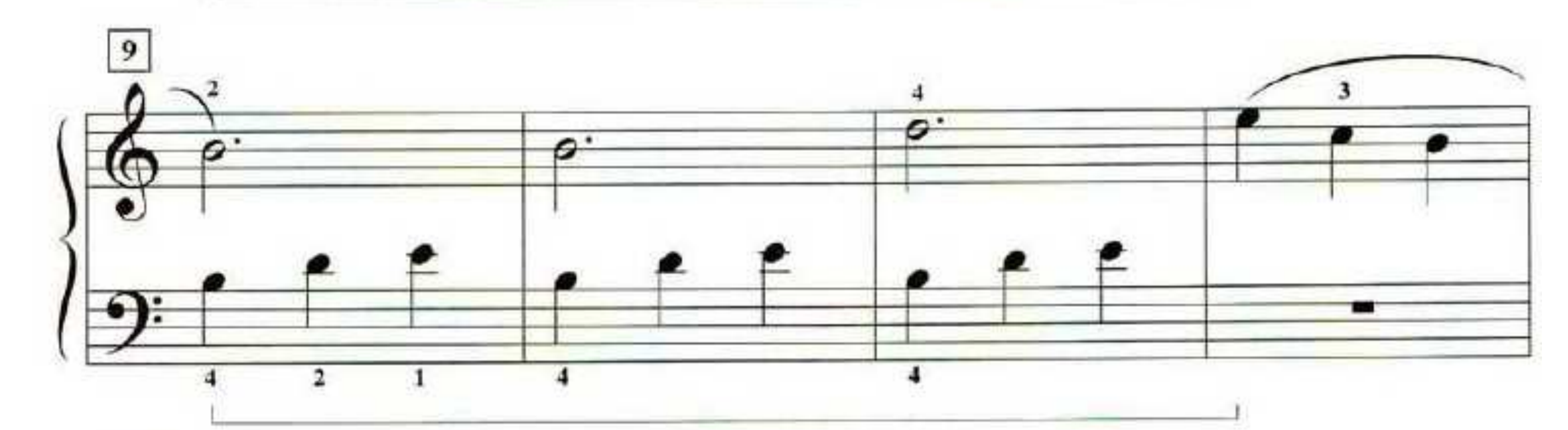
A tempo mark can also be used as the name of a piece, as in the *Andante* below. There are many pieces called *Andante, Allegro,* or *Moderato.*

Andante

A minor Position









DISCOVERY Transpose *Andante* to D minor.

R.H. Warm-up

cross over

1 ② 1 ② 2 1

Jazz Blast

_____ **minor Position**

Fast, with zip

3 4 1 1 ② 1

f

1 5

5

3

1 5

9

mp

f

5 2 ② *move quickly* ④

DISCOVERY

Point out a C minor chord to your teacher.

Teacher Duet: (Student plays 1 octave higher)





Snake Charmer



G minor Position

For a special effect, the R.H. 4th finger is raised to C♯ in this piece.



DISCOVERY

Find three measures in the R.H. with this rhythm: 𝄼 𝅗𝅥

measure ______, ______, and ______